Holy Family R.C. Primary

Grammar Guide for Parents

Grammar Guide		
Grammatical feature	Definition	Example
ACTIVE AND PASSIVE	Many verbs can be active or passive	*The dog bit Ben.* (active) *Ben was bitten by the dog.* (passive) In the active sentence, the subject *(the dog)* performs the action. In the passive sentence, the subject *(Ben)* is on the receiving end of the action. The two sentences give similar information, but there is a difference in focus. The first is about what the dog did; the second is about what happened to Ben.
ADJECTIVE	An adjective is a word that describes somebody or something.	*Old, white, busy, careful* and *horrible* are all adjectives. Adjectives either come before a noun, or after verbs such as *be, get, seem, look* (linking verbs): *a busy day* *I'm busy* *nice shoes* *those shoes look nice* Adjectives (and adverbs) can have comparative (older, hotter, easier) and superlative (oldest, hottest, easiest) forms.
ADVERB	An adverb is a cohesive device. Adverbs give extra meaning to a verb, an adjective, another adverb or a whole sentence.	*I really enjoyed the party.* (adverb + verb) *She's really nice.* (adverb + adjective) *He works really slowly.* (adverb + adverb) *Really, he should do better.* (adverb + sentence) Many adverbs are formed by adding *-ly* to an adjective, for example *quickly, dangerously, nicely,* but there are many adverbs which do not end in *-ly.* Note too that some *-ly* words are adjectives, not adverbs (eg *lovely, silly, friendly*). In many cases, adverbs tell us: **how** (manner) *slowly, happily, dangerously, carefully* **where** (place) *here, there, away, home, outside* **when** (time) *now, yesterday, later, soon* **how often** (frequency) *often, never, regularly*
ADVERBIAL PHRASE	An **adverbial phrase** is a group of words that functions in the same way as a single adverb.	For example: *by car, to school, last week, three times a day, first of all, of course.* *They left **yesterday**.* (adverb) *She looked at me **strangely**.* (adverb) *They left a few days ago.* (adverbial phrase) *She looked at me in a strange way.* (adverbial phrase)

APOSTROPHE (')	An apostrophe is a punctuation mark used to indicate either omitted letters or possession.	**omitted letters** We use an apostrophe for the omitted letter(s) when a verb is contracted (= shortened). For example: *I'm (I am)* *who's (who is/has)* *they've (they have)* **possession** We use an apostrophe + *s* for the possessive form : *my mother's car* *Joe and Fiona's house* *the cat's tail*
ARTICLE	*A, an* and *the* are articles.	*A* (*an* before a vowel sound) is the indefinite article; *the* is the definite article. Articles are a type of **determiner**.
ALLITERATION	A phrase where adjacent or closely connected words begin with the same phoneme.	*one wet wellington; free phone; several silent, slithering snakes.*
AMBIGUITY	A phrase or statement which has more than one possible interpretation. This sometimes arises from unclear grammatical relationships.	In the phrase: *'police shot man with knife'*, it is not specified whether the man had the knife or the police used the knife to shoot the man. Both interpretations are possible, although only one is logical. In poetry, ambiguity may extend meanings beyond the literal. The sentence: *'Walking dogs can be fun'* has two possible interpretations: *'it is fun to take dogs for walks'* or *'dogs which go walking are fun'*. Ambiguity is often a source of humour. Ambiguity may be accidental or deliberate.
ANALOGY	Perception of similarity between two things; relating something known to something new; in spelling, using known spellings to spell unknown words	*night-knight-right-sight-light-fright*; in reading, using knowledge of words to attempt previously unseen words. Emphasis on analogy encourages learners to generalise existing knowledge to new situations. In their learning of grammar, pupils often apply **affixes** incorrectly by analogy: *goed, comed, mouses*. Analogy may also be used in literature to draw a parallel between two situations, for example using animal behaviour to draw attention to human behaviour.
ANTONYM	A word with a meaning opposite to another.	*hot - cold, light - dark, light - heavy.* A word may have more than one word as an antonym: *cold - hot/warm; big - small/tiny/little/titchy*
BRACKETS ( )	Used as a form of parenthesis to give extra information.	Can contain extra information or subordinate clauses. *The image (on page 10) shows the technique discussed.* *The weather (which was awful) really ruined the day.*
CLAUSE	A clause is a group of words that expresses an event.	A clause **subject** and **verb**.

		Note how a clause differs from a **phrase**: *a big dog* (a phrase - this refers to 'a big dog' but doesn't say what the dog did or what happened to it) *a big dog chased me* (a clause - the dog did something) A sentence is made up of one or more clauses: *It was raining* (one clause) *It was raining and we were cold.* (two main clauses joined by *and*) *It was raining <u>when we went out</u>.* (main clause containing a subordinate clause - the subordinate clause is underlined) A main clause is complete on its own and can form a complete sentence (eg *It was raining.*). A subordinate clause (*when we went out*) is part of the main clause and cannot exist on its own.
COHESIVE DEVICES	A cohesive device sticks or connects text together.	There are a wide range of cohesive devices including pronouns and determiners. Cohesive devices can be **conjunctions** (eg *but, when, because*) or adverbs (eg *however, then, therefore*).
COLON (:)	A colon is a punctuation mark used to introduce a list or a following example (as in this glossary). It may also be used before a second clause that expands or illustrates the first.	*He was very cold: the temperature was below zero.* *Last night I ate a lot: crisps, sweets, chocolates and biscuits.* The text before the colon must be an independent clause.
COMMA (,)	A comma is a punctuation mark used to help the reader by separating parts of a sentence. It sometimes corresponds to a pause in speech.	In particular we use commas to **separate items in a list** (but not usually before *and*): *My favourite sports are football, tennis, swimming and gymnastics.* *I got home, had a bath and went to bed.* To mark off **extra information:** *Jill, my boss, is 28 years old.* **After a subordinate clause which begins a sentence:** *Although it was cold, we didn't wear our coats.* With many connecting **adverbs** (eg *however, on the other hand, anyway, for example*): *Anyway, in the end I decided not to go.*

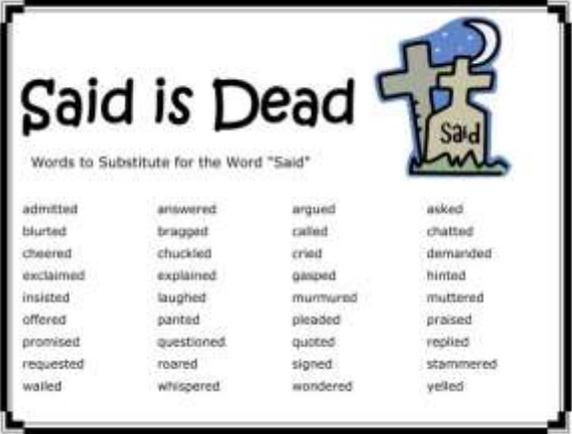|		
COMPLEX SENTENCES	A complex sentence contains a main clause and one or more subordinate clauses.	Using a **subordinating conjunction** can create a complex sentence: *Although we'd had plenty to eat, we were still hungry.*
COMPOUND WORD	A word made up of two other words.	*football, headrest, broomstick.*
COMPOUND SENTENCES	A compound sentence has two or more main clauses joined by a co-ordinating conjunction: and, but or so.	*I was late **but** I wasn't tired.* When to use a **comma** in a compound sentence: *The big dog was barking, **so** the postman ran away.* *The big dog was barking, **but** the postman wasn't scared.* *The big dog was barking, **and** the postman was scared.* *The big dog was barking **and** slavering from its mouth.* The rule: use a comma if it links two main clauses.
CONJUNCTION	A word used to link **clauses** within a sentence	For example, in the following sentences, *but* and *if* are conjunctions: *It was raining but it wasn't cold.* *We won't go out if the weather's bad.* There are two kinds of conjunction: a. **Co-ordinating conjunctions** (*and, but, or* and *so*). These join (and are placed between) two clauses of equal weight. *Do you want to go now or shall we wait a bit longer?* *And, but* and *or* are also used to join words or phrases within a clause. b. **Subordinating conjunctions** (eg *when, while, before, after, since, until, if, because, although, that*). These go at the beginning of a subordinate **clause**: *We were hungry because we hadn't eaten all day.* *Although we'd had plenty to eat, we were still hungry.* *We were hungry when we got home.*
DASH (—)	A dash is a punctuation mark used especially in informal writing (such as letters to friends, postcards or notes).	Dashes may be used to replace other punctuation marks (**colons**, **semi-colons**, **commas**) or brackets: *It was a great day out — everybody enjoyed it.*

DETERMINER	Determiners include many of the most frequent English words, e.g. *the, a, my, this.*	Determiners are used with nouns: (*this book, my best friend, a new car*) **articles** *a/an, the* **demonstratives** *this/that, these/those* **possessives** *my/your/his/her/its/our/their* **quantifiers** *some, any, no, many, much, few, little, both, all, either, neither, each, every, enough* **numbers** *three, fifty, three thousand etc.* **some question words** *which (which car?), what (what size?), whose (whose coat?)*
DIALOGUE	A conversation between two parties. May be spoken or written.	
DIRECT SPEECH AND INDIRECT SPEECH (INVERTED COMMAS)	There are two ways of reporting what somebody says, direct speech and indirect speech.	In direct speech, we use the speaker's original words (as in a speech bubble). In text, speech marks ('…' or "…"— also called **inverted commas** or quotes) mark the beginning and end of direct speech: *Helen said, 'I'm going home'.* *'What do you want?' I asked.* In indirect (or reported) speech, we report what was said but do not use the exact words of the original speaker. Typically we change pronouns and verb tenses, and speech marks are not used: *Helen said (that) she was going home.* *I asked them what they wanted.*
ELLIPSIS	Ellipsis is the omission of words in order to avoid repetition	*I don't think it will rain but it might.* (= it might rain) *'Where were you born?' 'Bradford.'* (= I was born in Bradford) An ellipsis is also the term used for three dots (…) which show that something has been omitted or is incomplete. It is also used for a **cliffhanger.**
EXCLAMATION	An exclamation is an utterance expressing emotion (joy, wonder, anger, surprise, etc.) and is usually followed in writing by an **exclamation mark (!).**	Exclamations can be **interjections:** *Oh dear!* *Good grief!* *Ow!* Some exclamations begin with *what* or *how:* *What a beautiful day!* *How stupid (he is)!* *What a quiet little girl.* Exclamations like these are a special type of **sentence** ('exclamative') and may have no verb.

EXCLAMATION MARK (!)	An exclamation mark is used at the end of a **sentence** (which may be exclamative, imperative or declarative) or an **interjection** to indicate strong emotion	*What a pity!* *Get out!* *It's a goal!* *Oh dear!*
HYPHEN (-)	A hyphen is sometimes used to join the two parts of a **compound** noun, as in *golf-ball* and *proof-read*. But it is much more usual for such compounds to be written as single words (eg *football, headache, bedroom*) or as separate words without a hyphen (*golf ball, stomach ache, dining room, city centre*).	**a. in compound adjectives and longer phrases used as modifiers before nouns:** *a foul-smelling substance* *a well-known painter* **b. in many compound nouns where the second part is a short word like *in, off, up* or *by*:** *a break-in* *a write-off* **c. in many words beginning with the prefixes *co-, non-* and *ex-*:** *co-operate* *non-existent*
MODAL VERB	A **modal verb** is a type of auxiliary **verb** that is used to indicate **modality** – that is, likelihood, ability, permission, and obligation.	The modal verbs are: *can/could* *will/would* *shall/should* *may/might* *must/ought*
NOUN	A noun is a word that denotes somebody or something	In the sentence *My younger sister won some money in a competition*, 'sister', 'money' and 'competition' are nouns. **Noun phrase** is a wider term than 'noun'. It can refer to a single noun (*money*), a pronoun (*it*) or a group of words that functions in the same way as a noun in a sentence, for example: *a lot of money* *my younger sister* *a new car* *the best team in the world* **Expanded noun phrase** is: The big dog with yellow teeth **Abstract nouns** represent things that you cannot sense, it is the name we give to an emotion, ideal or idea: *love, regret* etc.

PARAGRAPH	A section of a piece of writing. A new paragraph marks a change of focus, a change of time, a change of place or a change of speaker in a passage of dialogue.	A new paragraph begins on a new line, usually with a one-line gap separating it from the previous paragraph. Some writers also indent the first line of a new paragraph. Paragraphing helps writers to organise their thoughts, and helps readers to follow the story line, argument or dialogue
PARENTHESIS	A parenthesis is a word or phrase inserted into a sentence to explain or elaborate.	It may be placed in **brackets** or between **dashes** or **commas**. If you remove the parenthesis the remaining sentence should make sense on its own. *Sam and Emma (his oldest children) are coming to visit him next weekend.* *Margaret is generally happy — she sings in the mornings — but responsibility weighs her down.* *Sarah is, I believe, our best student.* The term parentheses can also refer to the brackets themselves.
PERFECT	As well as being regular and irregular and past and present forms of verbs, they can also be perfect and **progressive**.	The chef has cooked lunch for us – *present perfect (to have and -ed)* They can also be *perfect* and *progressive* combined. The chef had been cooking lunch for us – *past perfect progressive*
PHRASE	A phrase is a group of words that act as one unit. So *dog* is a word, but *the dog*, *a big dog* or *that dog over there* are all phrases. Strictly speaking, a phrase can also consist of just one word.	For example, in the sentence *Dogs are nice*, 'dogs' and 'nice' are both one-word phrases. A phrase can function as a noun, an adjective or an adverb: a **noun phrase** *a big dog, my last holiday* an **adjectival phrase** *(she's not) as old as you, (I'm) really hungry* an **adverbial phrase** *(they left) five minutes ago, (she walks) very slowly* If a phrase begins with a **preposition** (like *in a hurry, along the lane*), it can be called a prepositional phrase. A prepositional phrase can be adjectival or adverbial in meaning: **adjectival** *(I'm) in a hurry, (the man) with long hair* **adverbial** *(they left) on Tuesday, (she lives) along the lane*
PREFIX	A prefix is a **morpheme** which can be added to the beginning of a word to change its meaning.	*in*edible *dis*appear *super*market *un*intentional
PREPOSITION AND PREPOSITIONAL PHRASE	A preposition is a word like *at*, *over*, *by* and *with*. It is usually followed by a **noun phrase**	*We got home **at** midnight.* *They jumped **over** a fence.* *I fell asleep **during** the film.* Prepositions often indicate time (*at midnight/during the film/on Friday*), position (*at the station/in a field*) or direction (*to the station/over a fence*).

		A **prepositional phrase** expands the preposition which is always at the beginning of the prepositional phrase: _in the garden_, _down_ the stairs etc.
PROGRESSIVE	This is the continuous form of the verb. It is formed by combining the verb's present participle with a form of the verb _be_. It can also be combined with the perfect.	Michael **is singing** in the store room - present progressive (to be -ing) Amanda **was making** tea. (past progressive) Lily **had been practising** for hours. (past perfect progressive)
PRONOUN	Pronouns often 'replace' a noun or noun phrase and enable us to avoid repetition	
QUESTION MARK (?)	A question mark is used at the end of an interrogative **sentence**.	_Who was that?_ or one whose function is a question _You're leaving already?_
RELATIVE CLAUSE	A relative clause is one that modifies, defines or gives information about a noun.	Relative clauses typically begin with _who/whom/whose/which/that._
REPORTED SPEECH	When writing what someone said in a text you can use reported speech rather than direct speech. See **direct speech**.	"I feel sick," said Ben to Bill becomes Ben told Bill that he felt sick.
SEMI-COLON (;)	A semi-colon can be used to separate two main **clauses** in a sentence.	_I liked the book; it was a pleasure to read._ This could also be written as two separate sentences or joined with _and_: _I liked the book. It was a pleasure to read._ _I liked the book and it was a pleasure to read._ Semi-colons can also be used to separate **items in a list** if these items consist of longer phrases. For example: _I need large, juicy tomatoes; half a pound of unsalted butter; a kilo of fresh pasta, preferably tagliatelle; and a jar of black olives._ In a simple list, **commas** are used.
SENTENCE	A sentence can be simple, compound or complex.	A **simple** sentence consists of one **clause**: _It was late._ A **compound** sentence has two or more clauses joined by _and, or, but_ or _so_. The clauses are of equal weight (they are both main clauses): _It was late but I wasn't tired._ A **complex** sentence consists of a main clause which itself includes one or more subordinate clauses: _Although it was late, I wasn't tired._ (subordinate clause underlined)

		Simple sentences can also be grouped as follows according to their structure: Declarative (for statements, suggestions, etc.): *The class yelled in triumph. Maybe we could eat afterwards.* Interrogative (for questions, requests, etc.): *Is your sister here? Could you show me how?* Imperative (for commands, instructions, etc.): *Hold this! Take the second left.* Exclamative (for exclamations): *How peaceful she looks. What a pity!* In writing, we mark sentences by using a capital letter at the beginning, and a full stop (or question mark or exclamation mark) at the end.
SPAG	Spelling, punctuation and grammar.	
STANDARD ENGLISH	Standard English is the variety of English used in public communication, particularly in writing. It is the form taught in schools and used by educated speakers.	It is not limited to a particular region and can be spoken with any accent. There are differences in vocabulary and grammar between standard English and other varieties. For example, *we were robbed* and *look at those trees* are standard English; *we was robbed* and *look at them trees* are non-standard. To communicate effectively in a range of situations - written and oral - it is necessary to be able to use standard English, and to recognise when it is appropriate to use it in preference to any other variety.
SUBJECT AND OBJECT	In the sentence *John kicked the ball*, the subject is '*John*', and the object is '*the ball*'.	The subject is the person or thing about which something is said. In sentences with a subject and an object, the subject typically carries out an action, while the object is the person or thing affected by the action. In declarative sentences (statements), the subject normally goes before the verb; the object goes after the verb. Some verbs (e.g. *give, show, buy*) can have two objects, indirect and direct. For example: *She gave the man some money.* Here, '*some money*' is the direct object (= what she gave). '*The man*' is the indirect object (= the person who receives the direct object). When a verb has an object, it is transitive, e.g. *find a job, like chocolate, lay the table.* If it has no object, it is intransitive (e.g. *go, talk, lie*).
SUBJECT VERB AGREEMENT	Verbs change depending on their 'person' – the speaker (first), the person spoken to (second), or the person spoken about (third). Different types of text are written in a particular person.	We *was* going out – no agreement We *were* going out - agreement
SUFFIX	A suffix is a **morpheme** which is added to the end of a word	There are two main categories: a. An **inflectional** suffix changes the tense or grammatical status of a word, eg from present to past (*worked*) or from singular to plural (*accidents*). b. A **derivational** suffix changes the word class, eg from verb to noun (*worker*) or from noun to adjective (*accidental*).

SYNONYM	Words which have the same meaning as another word, or very similar: *wet/damp*. Avoids overuse of any word; adds variety.	**Said is Dead** Words to Substitute for the Word "Said"
		admitted / answered / argued / asked / blurted / bragged / called / chatted / cheered / chuckled / cried / demanded / exclaimed / explained / gasped / hinted / insisted / laughed / murmured / muttered / offered / panted / pleaded / praised / promised / questioned / quoted / replied / requested / roared / signed / stammered / wailed / whispered / wondered / yelled
TENSE	A tense is a verb form that most often indicates time. English verbs have two basic tenses, present and past, and each of these can be simple or continuous/progressive.	**present** *I play* (simple) *I am playing* (continuous/progressive) **past** *I played* (simple) *I was playing* (continuous/progressive) Additionally, all these forms can be **perfect** (with *have*): **present perfect** and **past perfect** *I have played* (perfect) *I had played* (perfect) *I have been playing* (perfect progressive) *I had been playing* (perfect progressive) English has no specific future tense. Future time can be expressed in a number of ways using *will* or present tenses. For example: *John will arrive tomorrow.* *John will be arriving tomorrow.* *John is going to arrive tomorrow.* *John is arriving tomorrow.* *John arrives tomorrow.*
VERB	A verb is a word that expresses an action, a happening, a process or a state. It can be thought of as a 'doing' or 'being' word.	In the sentence *Mark is tired and wants to go to bed*, '*is*', '*wants*' and '*go*' are verbs. A verb can be present or past: *I wait/she waits* (present) *I waited/she waited* (past)

		Most verbs can occur in simple or continuous/progressive forms (*be + -ing*): *I make* (simple present)/*I'm making* (present progressive) *she drove* (simple past)/*she was driving* (past progressive) A verb can also be perfect (with *have*): *I have made/I have been making* (present perfect) *he had driven/he had been driving* (past perfect)