



## Upper Key Stage 2



## Terminology for Parents

# **Upper Key Stage 2 Grammar Cheat Sheet**

Over the year, we will be recapping grammatical terminology that your children will have heard in Key Stage 1 or in Lower Key Stage 2. If an area is new to Year 5, it will be labelled as Y5+ and if an area is specific to Year 6, then it will be labelled Y6.

This booklet is broken down into the following sections:

## **Words in a Sentence: Definitions**

Here we have tried to explain each word that the children will hear in lessons. They are listed alphabetically.

## **Sentences: The Break Down**

In this section we discuss how a sentence is created. Clear examples of relative and embedded clauses are explained. *Please note – sometimes an embedded clause is also referred to as a relative clause.*

## **Tenses**

In this section we give examples of how tenses go beyond past, present and future.

## **Punctuation – Common Errors**

Here we explain the more complicated punctuation and give examples of how they might be used.

## **Poetic Devices**

Although brief, this section introduces the difference between a metaphor and a simile. We also point you in the direction of a helpful website for further understanding.

We hope this cheat sheet will help when you are supporting your child with his/her homework, but want to explain that this is by no means our curriculum; we will add to our teaching when we learn more about gaps the children have.

## Words in a Sentence: Definitions

**Adjective** - describes a noun. *We try to encourage using more than one adjective when describing.*

**Adverbs** - describes HOW something (verb) is done. Often adverbs end in 'ly' but this is not always the case e.g.

Abi walked **slowly** down the lane, **anxious that the noise was getting louder.**

Subject Verb **Adverb** **Subordinate clause** (adding more information to the Noun)

Trystan will finish **soon.**

Subject Verb **Adverb** **Soon** tells us when Trystan will finish.

*Remember, a phrase is a group of words that have nouns and verbs but no subject doing the verb e.g. running down the hill. We don't know who or what is running down the hill!*

**Adverbials and Prepositional Phrases** – these are often found at the beginning of a sentence (fronted adverbial phrase) or after an action. An adverbial phrase describes the action. It describes the verb, when or how! A prepositional phrase describes where.

**Under the clock**, Chelsie stood and waited.

**Patiently**, Louis waited for his friend.

Mikey's mobile beeped, **a few minutes later.**

James walked, **sadly**, towards his car as his friend could no longer meet him.

**Y5+ Antonym** – are words that mean the opposite of another word.

**Y5+ Auxiliary Verbs** – are sometimes confused with **Modal verbs**. **Auxiliary verbs** are **be, have, do!**

## Cohesive Devices

Cohesive devices tell the reader what we are doing in a sentence and help to guide them through the writing. They signal to the reader what the relationships are between the different clauses, sentences and paragraphs. Cohesive devices are sentence starters and conjunctions. Here are some examples.

<p><b>COMPARISON</b></p> <p>ALSO EQUALLY SIMILARLY LIKEWISE COMPARED WITH</p>	<p><b>ADDITION</b></p> <p>AND ALSO FURTHERMORE TOO WHAT IS MORE</p>	<p><b>QUALIFYING</b></p> <p>BUT HOWEVER ALTHOUGH EXCEPT UNLESS</p>	<p><b>REFORMULATION</b></p> <p>IN OTHER WORDS PUT MORE SIMPLY THAT IS TO SAY RATHER IN SIMPLE TERMS</p>
<p><b>EXEMPLIFICATION</b></p> <p>FOR EXAMPLE, FOR INSTANCE, TO ILLUSTRATE SUCH AS NAMELY</p>	<p><b>SEQUENCING</b></p> <p>FIRST SECOND NEXT THEN AFTER</p>	<p><b>HIGHLIGHTING</b></p> <p>IN PARTICULAR ESPECIALLY MAINLY PARTICULARLY ABOVE ALL</p>	<p><b>TRANSITION</b></p> <p>TURNING TO WITH REGARD TO WITH REFERENCE TO AS FAR AS X IS CONCERNED</p>
<p><b>RESULT</b></p> <p>SO THEREFORE AS A RESULT THUS BECAUSE</p>	<p><b>CONTRAST</b></p> <p>IN COMPARISON IN CONTRAST INSTEAD ON THE CONTRARY CONVERSELY</p>		

**Conjunctions** – join or connect our sentences. There are two main types of conjunctions:

**1. Co-ordinating Conjunctions** – and, but, so and or are the four main coordinating conjunctions. They join two clauses which are grammatically independent of each other and would make sense if they stood alone. We often refer to FANBOYS to help the children remember these words: For – And – Nor – But – Or – Yet – So.

e.g.

*She's already had two holidays this year **and** now she wants another one.*

*I had a terrible cold last week, **but** I still went to work.*

*You can sit at the front, **or** you can stand at the back. I don't mind.*

**2. Subordinating Conjunctions** – if, when, because, since, although, etc, are subordinating conjunctions which introduce subordinate clauses. Subordinate clauses are dependent on the main clause in some way and do not normally stand alone.

\* if suggests a condition

\* when / whenever indicate time

\* because points to reason

\* since suggests reason or time

\* as suggests reason or time

\* although / though / even though all indicate a contrast of surprising facts

*If you feel thirsty or hungry, help yourself to anything at all in the fridge or freezer.*

*When I babysat for the Robinsons last month, I was given nothing to eat or drink.*

*Since I started back at school, I don't have so much time for playing.*

*I go to school every day, **because** I get to see my friends.*

**Determiner** – a word that goes before a noun and identifies the noun in further detail. There are different types of determiners:

Articles – a, an, the

Demonstratives – this, that, these, those etc.

Possessives – his, her, my, their etc.

Quantifiers – some, each, every etc.

Numbers – one, two, three etc.

Question words – which, what, whose etc.

**Y5+ Modal Verbs** - include *can, must, may, might, will, could, should, would*. They are used with other verbs to express ability, obligation, possibility and so on. Below is a list showing the most useful modals verbs and their common meanings (this is not a definitive list):

Modal	Meaning	Example
can	to express ability	I <i>can</i> speak a little Russian.
can	to request permission	<i>Can</i> I open the window?
may	to express possibility	I <i>may</i> be home late.
may	to request permission	<i>May</i> I sit down, please?
must	to express obligation	I <i>must</i> go now.
must	to express strong belief	She <i>must</i> be over 90 years old.
should	to give advice	You <i>should</i> stop smoking.
would	to request or offer	<i>Would</i> you like a cup of tea?
would	in if-sentences	If I were you, I <i>would</i> say sorry.

The spelling of modal verbs does not change, unlike other verbs e.g. I walk to the shops – I walked to the shops.

**Modifier** – a word that restricts or adds to the sense of a noun e.g. very, really, extremely

**Noun** – the name of a common or proper noun

- **Common Noun** – thing, idea
- **Proper Noun** – person, place
- **Pronoun** – used to replace a noun e.g. I, my, he, she, our

**Object** - a person or thing to which a specified action or feeling is directed.

**Prefix** – word, letter, or number placed before another e.g. ‘mis’ understood becomes misunderstood.

**Preposition** – words that express time, place and cause e.g. *before, after, during, in, below*

**Subject** - a person or thing that is being discussed, described, or dealt with.

## Y6 Subjunctive

The subjunctive is a verb or mood used to express things that could or should happen. It is used to express wishes, hopes, commands, demands or suggestions.

The subjunctive isn't used in English very often. Nowadays is usually replaced with modal verbs like might, could or should, but it does survive in traditional expressions like 'come what may', 'perish the thought' or 'God save the Queen'.

*If I **were** you I'd accept.*

*I suggested that he **face** up to the bully.*

*It is vital that she **attend** the meeting.*

*I wish I **were** able to fly.*

*I suggest you **take** a rain coat with you.*

*I demand that they **be** counted again!*

**Suffix** – word, letter placed at the end of another e.g. 'ed'. walk becomes walked.

**Y5+ Synonym** – is a word that has almost the same or similar meaning.

**Verb** – action, doing word

## Y5+ Voice

A sentence is written in **active** voice when the subject of the sentence performs the action in the sentence.

e.g. The **girl** **was** **washing** the dog.

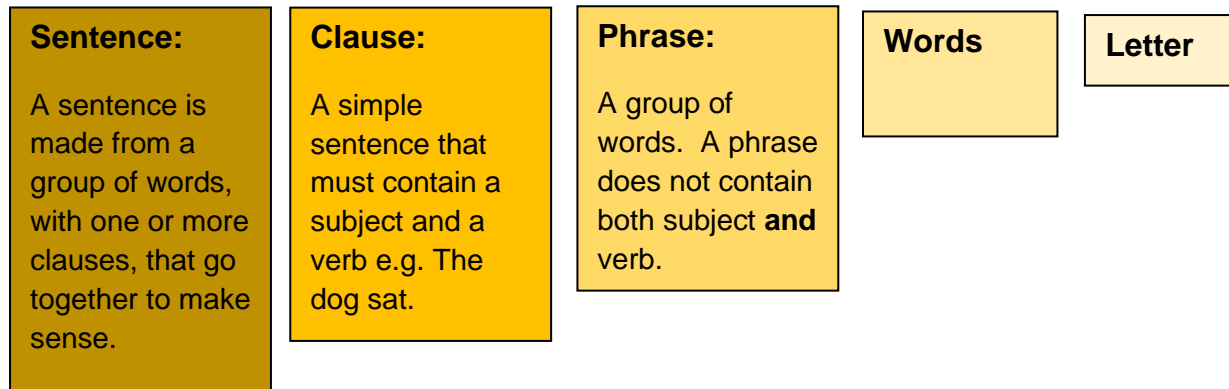
**Subject**    **Verb**    **Object**

A sentence is written in **passive** voice when the subject of the sentence has an action done to it by someone or something else.

e.g. The dog **was** **being** **washed** by the **girl**.

**Object**    **Verb**    **Subject**

# Sentences: The Break Down



## Sentence Types

**Commands** – these sentences order somebody to do something and end with a full stop. They will begin with an imperative verb; a bossy action word e.g. put, cut, take, slice.

**Exclamations** – these sentences indicate an element of excitement or emphasis and end with an exclamation mark. Short sentences such as ‘Gosh!’, may end with an exclamation mark but are not considered an exclamatory sentence but are called interjections. Exclamatory sentences must begin with How or What e.g. Gosh! **How exciting! What a fantastic BBQ that was!**

**Statements** – these provide information to the reader. Most sentences fall into this category. They are punctuated with a full stop.

**Questions** – these sentences ask something and will often start with what, when, where, who, why or how, but could start with a modal or auxiliary verb. They end with a question mark.

## Single Clause

These are often referred to as simple sentences. ‘He jumped’ is an example of a short, simple sentence.

**He jumped.**

Subject    Verb

## Multi-Clause 1 and 2

There are two kinds of multi-clause sentences.

### **Multi-Clause 1**

The first, was once referred to as a compound sentence. This multi clause sentence contains two main clauses and a conjunction. REMEMBER – if you can take out the conjunction and it leaves two main clauses that still make sense as simple sentences then it was a compound sentence!

**Planets are big and they are very far apart.**

Planets are big. [and] They are very far apart.

### **Multi-Clause 2**

The second, was once referred to as a complex sentence. This is a main clause joined to one or more subordinate clauses. A subordinate clause is part of a sentence that is extra information and not a necessity.

**I love cats, having owned several.**

**As it is my favourite food, I had lasagne for tea.**

e.g. **I went shopping, which is my favourite activity.**

**Main clause    Conjunction (relative pronoun)    Subordinate clause**

A **relative clause** is a type of subordinate clause (extra information) that describes/adds more information about the noun e.g.

She lives in Canterbury, **where she was born.**

Subject      Noun      **Subordinate clause** (adding more information to the Noun)

An **embedded clause** is a type of subordinate clause that is in the middle of a sentence, adding extra detail. In class we have called these comma sandwiches or drop in sentences. They usually have who, which or where included!

e.g.

Mrs Remington Davidson, **who went to the disco**, danced wildly like a loon.

Subject      **Embedded clause** (adding more detail)

If we take out the embedded clause, then the sentence still makes sense.

e.g. Mrs Remington Davidson danced wildly like a loon.



Both relative and embedded clauses use relative pronouns connect a clause or phrase to a noun or pronoun. You see them used every day with the most common relative pronouns being: who, whom, which, whoever, whomever, whichever, and that.



# Tenses

Simply put: Past (happened), present (happening), future (to happen).

<b>Past Simple</b>	<b>Present Simple</b>	<b>Future Simple</b>
<i>I walked You walked He/she/it walked We walked They walked</i>	<i>I walk You walk He/she/it walks We walk They walk</i>	<i>I will walk You will walk He/she/it will walk We will walk They will walk</i>
<b>Past Continuous/Progressive</b>	<b>Present Continuous/Progressive</b>	<b>Future Continuous/Progressive</b>
<i>I was walking You were walking He/she/it was walking We were walking They were walking</i>	<i>I am walking You are walking He/she/it is walking We are walking They are walking</i>	<i>I will be walking You will be walking He/she/it will be walking We will be walking They will be walking</i>
<b>Past Perfect</b>	<b>Present Perfect</b>	<b>Future Perfect</b>
<i>I had walked You had walked He/she/it had walked We had walked They had walked</i>	<i>I have walked You have walked He/she/it has walked We have walked They have walked</i>	<i>I will have walked You will have walked He/she/it will have walked We will have walked They will have walked</i>

More information can be found at [www.englishgrammar.org](http://www.englishgrammar.org), where you can also practice your grammar skills!

# Punctuation – Common Errors

## Apostrophes

What is an **apostrophe**?

An apostrophe looks like a flying comma!



1. An apostrophe shows possession (when one thing belongs to another).
  - To form a possession, place an apostrophe on the noun that owns  
e.g. Jack's socks were lost.

Singular noun possessive, add 's

The girls' coats were lying on the floor in the cloakroom

Plural noun possessive, only add '

James's or James' are both correct if the singular noun ends in **s**.

If you are not sure, ask yourself, who or what is owned? Or what or what owns something?

2. An apostrophe shows when letters in a word have been left out (a word like this is called a contraction).

### How an **APOSTROPHE** forms a **CONTRACTION**

After the two words have joined together, certain letters (usually vowels) within the joined word are removed and replaced by an apostrophe.

did not → didnot → **didn't**

have not | she is

↓  
haven't

↓  
she's

↓  
haven't

↓  
she's

## Y5+ Bullet Points

Bullet points, like numbered lists, help to break down a set of key ideas or items so that the reader can see them all easily. We use bullets instead of numbers when the items in the list don't need to go in any particular order. A bulleted list should have a stem sentence. A stem sentence introduces what the list consists of.

**We can see bullet points in lots of places, such as:**

- shopping lists;
- names in a class or team;
- presentation notes;
- survey questions;
- science resources list.

➤ Bullet points don't have to be dots, but they should all be the same in one list.

Make sure each point is clearly different from the others.

An introduction phrase or title for the list is often called the **stem**.

When writing names or questions, bullet points should have a capital letter and end punctuation, this might be a full stop or question mark.

When writing a list, bullet points do not need a capital letter unless they are a full sentence, though this is a good habit to get into! You can use a semicolon instead of a comma, but this is not necessary. However if you use one semicolon, be consistent and use them for the whole list.

## Colons

A **colon** shows that something is going to follow the main clause.

### **An example:**

Jack collects many things: stickers, playing cards, toy cars and rare gemstones.

### **An explanation:**

Use the following instructions as a guide to using an electrical kettle: put water in the kettle, switch it on and then wait until it has boiled.

**It also punctuates speech in a script.**

Mrs Remington Davidson: Are you enjoying that apple Mrs Marsh?

Mrs Marsh: It's extremely tasty, but not as tasty as Miss Tyas's banana looks.

Miss Tyas: Nom Nom Nom

## **Commas**

**Your child should already know how to use commas in these ways:**

- ✓ To separate items in a list (replacing the word **and** or **or**) e.g. From Tesco I bought bananas, sugar, flour, chocolate and eggs because I am making a banana bread.
- ✓ After extra information is added at the start of a sentence (after a frontal adverbial phrase) e.g. Later on that morning, Mrs Marsh realised she had odd shoes on. Luckily, it was Wacky Day!

**Other uses for commas include:**

- ✓ Before conjunctions/connectives when joining clauses e.g. Mrs Marsh munched happily on her red apple, because she was peckish.
- ✓ To separate embedded clauses e.g. Mrs RD, during playtime, enjoyed a cup of tea.
- ✓ To separate the name/title of a person being directly addressed e.g. "Will you, Miss Tyas, check I have used my commas correctly?"
- ✓ To separate a question from a statement e.g. You will come, won't you?
- ✓ To separate speech from the reader (if no other punctuation is used) e.g. Mrs RD said, "It's raining outside!"

## **Ellipsis/Ellipses**

... (3 full stops) to create suspense or show time passing.

## Y6 Hyphens

Hyphens are used to connect whole words, words and prefixes, and parts of words, either temporarily or permanently. Hyphens are used to avoid ambiguity in sentences. Here is a number of ways in which you could use Hyphens:

### Creating a compound adjective before a noun:

- The tired-looking teacher slumped at her desk.
- She has greeny-grey eyes.
- The twins are from a single-parent family. [but NOT, despite what you may see in even the best newspapers, "Mrs Jones is a mother-of-one."]



### Joining the tens and units in numbers which include 20-99:

- Bill Clinton was the forty-second President of the USA.
- There are three hundred and eighty-two children in our school.



### Joining two nouns of equal importance, either to create an adjective or a new noun:

- Our pupil-teacher relationships develop throughout the year.
- Laurence Olivier was known as an actor-director.

### Splitting a long word into two at the end of a line of writing:

- There is such a lot to do during the week, by the week-end I'm exhausted!

### Avoiding awkward letter and sound combinations:

- Foundation subjects have been de-emphasised.
- The doctor prescribed anti-inflammatories for my ankle.



### With a prefix before a proper noun:

- The ex-Prime Minister left Downing Street today.
- Jumping the queue is very un-British behaviour!

### Hyphenate when the alternative would have a totally different meaning:

- The ink ran on my contract, so I re-signed it in blood.
- Mr Dracula, my boss, was so demanding that I resigned.
- The Head Teacher retreated to her office after a particularly demanding day.
- The weedkiller hadn't worked, so I re-treated the grass a week later.



### Informal phrases with words not usually used singly:

- Those wishy-washy colours really don't suit you.
- I can't stand her lah-di-dah attitude.



### **Inverted Commas**

Once referred to as speech marks, inverted commas show when a character or person has spoken. They wrap around direct speech.

*Frances asked, "Mrs RD, are you coming to the disco?"  
"Of course," replied Mrs Remington Davidson.*

### **Parenthesis/Parentheses [plural]**

Parentheses show when a word or phrase inserted as an explanation or afterthought into a passage which is grammatically complete without it. Parentheses are usually marked off by brackets, dashes, or commas, [see Embedded clauses].

**Round Brackets** – are mainly used to separate off information that isn't essential to the meaning of the rest of the sentence. If you removed the bracketed material the sentence would still make perfectly good sense.

*Mount Everest (in the Himalayas) is the highest mountain in the world.  
There are several books on the subject (see page 120).*

They can also be used to enclose a comment by the person writing:  
*He'd clearly had too much to drink (not that I blamed him).*

(If the sentence starts and ends inside the brackets the punctuation does too.) If the sentence is part in (and part out) the punctuation goes outside the brackets. It is the same with quotation marks (see above or look in a newspaper for examples).

**Square Brackets** – are mainly used to enclose words added by someone other than the original writer or speaker, typically in order to clarify the situation.

*He [the police officer] can't prove they did it.*

If parentheses or brackets are used at the end of a sentence, the period should be placed outside, as the final punctuation.

*They eventually decided to settle in the United States (Debbie's home).  
Dante testified that it was the last time he saw them [the missing coins].*

## Semicolons

**Semicolons** can replace the word 'and' between two independent clauses.

Two independent clauses  
(simple sentences):

*My aunty also had hairy  
knuckles. She loved to  
wash and comb them.*

A compound sentences,  
using a conjunction:

*My aunty also had hairy  
knuckles and she loved  
to wash and comb them.*

Two independent clauses  
with a semicolon: See  
*image.*

# How

## How do I use a semicolon?

If you have two independent clauses, meaning they could stand alone as their own sentences, it's ok to use a semicolon . For example:



“ My aunt also had hairy knuckles; she loved to wash and comb them. ”

This is an independent  
clause, meaning it could  
stand alone as a complete  
sentence.

This is also an independent  
clause; it could exist without  
being attached to its  
predecessor.

## Poetic Devices

There are many different words that we associate with poetry, such as rhythm, rhyme, onomatopoeia, similes, metaphors etc. More information can be found at <http://learnenglish.britishcouncil.org/en/stories-poems>

**Metaphors** – compare objects as if they are the same using 'are' or 'were' e.g. Grendel's eyes **were** glowing moons, the car's lights **are** two suns shining brightly.

**Similes** – compare two objects using 'like a' or 'as a' e.g. the roar of the lion was like a wave crashing upon the ocean bed or he was as happy as a child in a chocolate shop.

### Resources

*Twinkl*

*EnglishGrammar*

*LearnEnglish*

*The School Run*

*The Oatmeal*