ST. BEDE'S CATHOLIC ACADEMY GRAMMAR GUIDE FOR PARENTS

Carmel Academy Trust

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 (colder, hotter, easier) and superlative (oldest, hottest, easiest) forms.
ADVERB	An adverb is a cohesive device. It 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)* *he'd (he had/would)* **possession** We use an apostrophe + *s* for the possessive form : *my mother's car* *Joe and Fiona's house* *the cat's tail*
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.*
CAPITALISATION	Capitalisation is used in all sentence work.	Capital letters are used: - To begin sentneces - To begin proper nouns - To begin words in titles - To begin words of exclamation - To begin words He, His, Him when referring to God - To write the pronoun 'I'
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: crisps, sweets, chocolates and biscuits.*
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 **subordinating conjunctions** can create complex sentences. **Although** *I was late, I wasn't tired.*
COMPOUND SENTENCES	A compound sentence has two or more clauses joined by a conjunction: and, but or so. They are all main clauses.	*I was late* **but** *I wasn't tired.*
COMPREHENSION	The level of understanding of a text.	**Literal -** the reader has access to the surface details of the text, and can recall details which have been directly related. **Inferential -** the reader can read meanings which are not directly explained (becoming a text detective). For example, the reader would be able to make inferences about the time of year from information given about temperature, weather, etc and from characters' behaviour and dialogue. **Evaluative -** the reader can offer an opinion on the effectiveness of the text for its purpose.
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.* see also **clause, connective**
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*) and they limit (i.e. determine) the reference of the noun in some way. Determiners include: **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?)*
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 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!*
FIGURATIVE LANGUAGE	Use of metaphor, personification or simile to create a particular impression or mood.	Metaphor – when something **is** something else: *He was a loose cannon* **(metaphor)** When you give an object a human characteristic: *His eyes smiled at me* **(personification)** When you say something is **like** or **as** another something else: *His eyes were as black as coal* **(simile)**

GENRE	This term refers to different types of writing, each with its own specific characteristics. Texts with these specific features - often related to story elements, patterns of language, structure, vocabulary – may be described as belonging to a particular genre. These attributes are useful in discussing text and in supporting development of writing skills. Texts may represent more than one genre; some will be combinations: historical romance.	Genre	Features	Examples	
		Adventure	Travel, quests, problem solving	Kensuke's Kingdom The Silver Sword	
		Fantasy Adventure	Alternate worlds, magic, monsters,	Harry Potter Lion Witch Wardrobe BFG Charlie and Choc Factory	
		Horror	Scary settings, evil characters, fear and danger of death	Goosebumps Room 13	
		Mystery	Strange happenings, weird characters, clues	The Demon Headmaster The Secret of Weeping Wood	
		Science Fiction	Far future, space setting, high tech	Starpol stories Dr Who	
		Family Drama	Everyday situations realistic characters, teenage issues	The Suitcase Kid The Illustrated Mum	
		Sport	Values of team work, perseverance and winning the BIG GAME	Foul Play Michael Hardcastle books	
		Animal	Talking Animals with human characteristics	The Sheep Pig Watership Down	
		Classic	Older books that are still popular	Treasure Island Black Beauty Oliver Twist	
		Cultural	Moral Strong cultural setting or character	Mama Panya's Pancakes Handa's Surprise	
		Traditional tales/fairy tales	Setting is vague, happy ending, a search for something	Jack and the beanstalk Red Riding Hood	
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* *a German-English dictionary* **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*			
METAPHOR	Where the writer writes about something as if it were really something else. Fowler describes it as an 'imaginative	*Life is a roller-coaster.*			

	Substitution'	
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* **Abstract nouns** represent things that you cannot sense, it is the name we give to an emotion, ideal or idea: *love, regret* etc.
ONOMATOPOEIA	Words which echo sounds associated with their meaning	*clang, hiss, crash, cuckoo*
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**. *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.
PARTICIPLE	Verbs have a present participle and a past participle.	**present participle** The present participle ends in *-ing* (*working, reading, going* etc). Although it is called 'present', it is used in all continuous forms: *she is going, she was going, she will be going, she would have been going,* etc. The *-ing* ending is also used for a verb functioning as a noun. For example: *I enjoy reading, Reading is important.* (*'Reading'* is used as a noun in these examples.) This *-ing* form is sometimes called a verbal noun or a gerund. **past participle** The past participle often ends in *-ed* (*worked, played*) but many common verbs are irregular and have other endings, eg *-t* (*kept*), *-n* (*flown*), and *-en* (*stolen*). Past participles are used: a. after *have* to make perfect forms: *I've worked, he has fallen, we should have gone* b. after *be* (*is/was* etc) to make passive forms: *I was asked, they are kept, it has been stolen*
PREPOSITION	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.*

PRONOUN	Pronouns often 'replace' a noun or noun phrase and enable us to avoid repetition	*I/me, you, he/him, she/her, we/us, they/them, it* *I like him. They don't want it.* *mine, yours, his, hers, ours, theirs, its* *Is this book yours or mine?*
PUNCTUATION	Punctuation is a way of marking text to help readers' understanding.	The most commonly used marks in English are: **apostrophe**, **colon**, **comma**, **dash**, **ellipsis**, **exclamation mark**, full stop, **hyphen**, **semi-colon** and **speech marks** (inverted commas).
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 defines or gives information about somebody or something.	Relative clauses typically begin with **relative pronouns** *(who/whom/whose/which/that)*
ROOT WORD	A word to which **prefixes** and **suffixes** may be added to make other words.	For example in *unclear, clearly, cleared*, the root word is *clear*.
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: *I liked the book. 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.
SIMILE	The writer creates an image in readers' minds by comparing a subject to something else.	*As happy as a lark; as strong as an ox.* Many similes are **idiomatic**: *he smokes like a chimney.*
SINGULAR AND **PLURAL**	Singular forms are used to refer to one thing, person.	For example: *tree, student, party.* Many nouns (countable nouns) can be **singular** (only one) or **plural** (more than one). The plural is usually marked by the ending -s: *trees, students, parties.* **Verbs**, **pronouns**, and **determiners** sometimes have different singular and plural forms: *He was late. They were late. Where is the key? Have you seen it? Where are the keys? Have you seen them? Do you like this hat? Do you like these shoes?* Note that *they/them/their* (plural words) are sometimes used to refer back to singular words that don't designate a specific person, such as *anyone* or *somebody*. In such cases, *they* usually means 'he or she': *If anyone wants to ask a question, they can ask me later.* (= he or she can ask me) *Did everybody do their homework?* *Work with a partner. Ask them their name.*
SPAG	Spelling, punctuation and grammar.	SATs that test childrens knowledge and skill of grammar, punctuation and spelling.
SUBJECT AND OBJECT	In the sentence *John kicked the ball,* the subject is '*John*', and the object is '*the ball*'. See also **active** and **passive, complement**.	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
TENSE	A tense is a verb form that most often indicates time. English verbs have two basic tenses, present and past, and	**present** *I play* (simple) *I am playing* (continuous) **past** *I played* (simple)

	each of these can be simple or continuous.	*I was playing* (continuous) 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 continuous) *I had been playing* (perfect continuous) 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.* see also **verb**
THESAURUS	A reference text which groups words by meaning.	A thesaurus can help writers to select words, consider the full range of alternatives (**synonyms**) and vary words which are used frequently: *said, went, nice.*
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 forms (*be + -ing*): *I make* (simple present)/*I'm making* (present continuous) *she drove* (simple past)/*she was driving* (past continuous) 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)
WORD CLASS	The main word classes are **verb**, **noun**, **adjective**, **adverb**, **pronoun**, **determiner**, **preposition** and **conjunction**.	Note that a word can belong to more than one class. For example: *play* verb (*I play*) or noun (*a play*) *fit* noun (*a fit*), verb (*they fit*) or adjective (*I'm fit*) *like* verb (*I like*) or preposition (*do it like this*) *hard* adjective (*it's hard work*) or adverb (*I work hard*)

Sentence Types: Throughout each genre, children will look at a variety of sentence types to develop their writing skills.

As sentences *use a comma*	As the lightening hit the tree, the thunder bellowed in the distance. As we left the scene, the police arrived and began to investigate.
Conjunction (BOYS) sentences	**Conjunctions: because, but, yet, so, while, for, and.** The car screeched to a halt while witnesses stared in horror. People seemed to enjoy the show because everyone was up dancing.
Paired Conjunction (PC) sentences	It was both cold and unpleasant for him to work there. Neither gold nor gifts would make him visit the haunted mansion again.
Imperative sentences *BE BOSSY*	Put your flour into the bowl. Stir in the chocolate chips.
List sentences *use colon and/or commas or semi-colon if list is detailed*	Vampires are evil creatures: they live in coffins, they drink blood and they turn into bats to fly at night. Vampires are evil: they kill by draining the life out of people.
3-ed sentences *use a comma*	Disgusted, alarmed and worried by the bully's behaviour, the police officer gave him a stern warning.
-ing sentences *use a comma*	Running along the lane, George realised that he was being followed. Stumbling backwards, Grandma grabbed the rail!
Short sharp sentences	It was everywhere. It was red. It was blood. He was scared. Silence. Darkness.
Short descriptive sentences	The hungry dog ate in a hurry. The waves crashed into the cliffs
Adverb or Emotion sentences *use a comma*	Quietly, we explored the archives. Desperate, she screamed for help. Slowly, the teacher sat down. Slowly, because she was upset.
Preposition sentences *use a comma*	On the wall, hung a large mirror. Behind the door, stood the ancient grandfather clock. Under the bench, hid the frightened fox.
Question sentences *use a question mark*	Who is she? Would the life boat save him? Should he run?
Irony sentences *use a quotations*	Our 'luxury' cruise turned out to be a nightmare. Our 'spectacular view' was of the toilets!
Figurative language sentences (simile, personification, metaphor and alliteration)	SIMILE: Like waves against the shore, the wind lashed the little hut. Her skin was as pale as the moon as she walked along the pavement. METAPHOR: With a heart of stone he continued to march towards battle. PERSONIFICATION: The leaves danced in the wind as I strolled through the park.

2A sentences (adjectives) *use commas*	He was a tall, awkward man with an old, crusty jacket. The long, cold corridor led to a dark, cobwebbed room.
2 pairs sentences *use commas*	Exhausted and worried, cold and upset, they didn't know where they were.
If, if, if, then sentences *use commas*	If he had only looked up, if he had only moved to the side, if he had only thought, then he would not be in hospital now.
The more – the more sentences *use commas*	The more upset she got, the more her tears flowed. The more confident she became, the more talkative she appeared to be.
Speech sentences *use speech marks* *a new line for every speaker*	"What are you doing?" Tom mumbled to Alex. Alex crawled into the bush and whispered, "I'm hiding. "
Comma, dash or bracket sandwich *use a subordinate clause*	The penguins, who take turns to hunt, must carefully keep the egg warm. The penguins (who take turns to hunt) must carefully keep the egg warm. The penguins - who take turns to hunt - must carefully keep the egg warm.