

WORDS
VERBS
ADVERBS
STRUCTURE
PRESENT
CLAUSES
FORMS
SENTENCE
TENSE
GRAMMAR
PAST
PASSIVE

GRAMMAR & PUNCTUATION SUBJECT KNOWLEDGE

NOT AS WE KNOW IT
DOWNLOADS

Author: Ros Ferrara

Focus
EDUCATION

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About the author

Ros Ferrara is a full-time consultant with Focus Education.

Prior to joining Focus, Ros worked in a consultancy and advisory role for Lambeth LA. During this period, she led development work on the National Strategies highly successful EAL Programme, was the Literacy lead for the authority and Primary Strategy Manager. Ros led and managed a range of initiatives, including Every Child a Reader, Every Child a Writer and action research aimed at improving writing. Her role also involved working very closely with senior leaders in schools on developing leadership, improving the quality of teaching and other school improvement issues.

Following this, Ros led a buy-back school improvement service out of a Federation of schools.

She is also an accredited additional inspector with Tribal and continues to undertake inspections.

Recent feedback:

Very professional: we had confidence in her judgements.

Style was relaxed and approachable. Good balance between listening and practical activities.

Ros was wonderful. The material was relevant and interesting. Ros's presentation skills were excellent. Her interactions with teachers were professional but relaxed.

Ros has transformed writing in the school.

The support received both by senior leaders, middle managers and classroom practitioners has been key to our becoming an outstanding school.

The consultancy Ros has given to my school has empowered my staff and the impact is already notable when I look at pupil outcomes

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Introduction

The recent focus on the teaching of grammar; the introduction of a spelling, grammar and punctuation test in 2013; a high profile in the draft English curriculum and the notion of the use of Standard English in the new Teacher Standards has resulted in many schools beginning to review their teaching of grammar. This has identified the need for good grammar subject knowledge.

This publication aims to give a clear explanation, with examples, of the grammar subject knowledge needed by Primary school teachers.

Word Classes

Word Classes

Nouns

Pronouns

Conjunctions

Verbs

Determiners

Adverbs

Prepositions

Adjectives

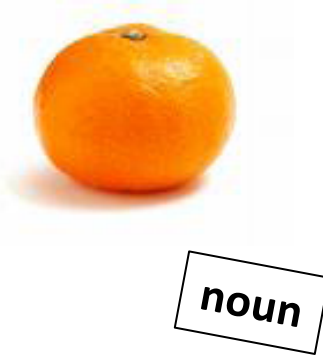
Words can belong to different classes.
It depends on the job they are doing.



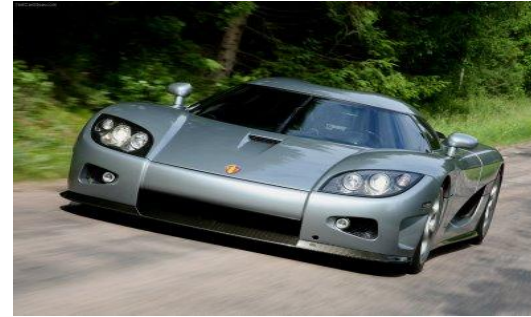
For example



An **orange** flag



An **orange**



fast

The **fast** car sped down the road.

Harry ran very **fast** to catch up with Ron.



while

I went out for a **while** this evening.

While I was out, it began to rain.

conjunction

adverb



The biggest group is nouns



Common nouns: horse, shoe

Collective nouns: flock, bunch

Proper nouns: February, Rebecca, Rome

Abstract nouns: peace, love, fear

The job of any noun is to name - a person, a place, an animal, a thing or an idea.

Pronouns

Pronouns replace nouns

She told **him** about **it**



Pronouns are used in place of a noun or a noun phrase.
They help to make text cohesive and to prevent too much repetition. For example:

me	you	him	her	I	it	he	that
us	them	ourselves	your	mine			

Helpful
Tip

If a word is standing in place of a noun, it is a pronoun.

Determiners

Determiners introduce or signal nouns. For example:

a castle, **that** castle, **her** castle, **any** castle

They 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: **two, eighty, three thousand**
- And some question words: **which (which shoe?), what (what shape?), whose (whose coffee?)**



Adjectives

An **adjective** is a word which gives more information about a noun.

They can be **comparative** and **superlative**.

Short adjectives +

Er – older, taller, happier, thinner

Comparative

Est – oldest, tallest, happiest, thinnest

Superlative

Longer adjectives (2 or more syllables) +

More intelligent, more beautiful, more surprising

Most intelligent, most beautiful, most surprising



Conjunctions

Conjunctions are words which can join two parts of a sentence. Some conjunctions join words or phrases.

and...but...or

words: fish **and** chips

phrases: a bunch of flowers **and** a box of chocolates

clauses: The dog barked **and** the cat ran away.

words: tired **but** happy

phrases: so near **but** yet so far

clauses: I hurried **but** I missed the bus.

words: black **or** white

phrases: a mug of hot chocolate **or** a cup of coffee

clauses: We can stay in Rome **or** we can travel to Naples.

Some conjunctions show the relationship between ideas

because, although, until, when, unless...

The ginger cat ran up the tree **when** it heard the dog barking.

Jemima stopped suddenly **because** she had glimpsed a half-buried object in the sand.

The doors remained firmly closed **until** the clock struck the hour.

A verb is a word (or words) that tells you what is happening in a sentence.

Every clause has a verb.

(A clause is a group of related words which usually has a subject and a verb.)

Verbs often occur in 'chains' of more than one word.

For example:

is running

were eating

have been thinking

These are called **verb phrases**.

(A phrase is a group of words which act as a unit, but is not a complete clause.)

Verbs



Verbs can be

Past	Present	Future
looked	looks	will look
was looking	is looking	is going to look
used to look		
had looked		

Past Tense - Regular Forms

+ ed

played, walked, opened

Past Tense - Irregular Forms

ran, made, spoke, felt, did

Infinitive

to play, to see, to wonder

Verb phrase with infinitive

they began to walk, it started to rain

Auxiliary verbs

Primary auxiliary verbs

These can be used as main verbs as well as auxiliary verbs.

have, be, do

Modal auxiliary verbs

These help to build up verb phrases. They are used to express possibility and obligation.

will, may, could, can, might, must, should, ought, would

Imperatives

- Give commands, orders, instructions
- Pronoun is omitted but understood





Prepositions

A preposition is a functional word which shows the relationship between a noun and other words in a sentence.

to, with, at, in, over, beside, among, between.

A preposition is usually followed by a noun phrase.

- **in the house**
- **beside the chair**
- **among the trees**

In summary

A **noun** names things (Spain, apple, happiness)

A **pronoun** takes the place of a noun (it, he, we, I)

A **determiner** introduces a noun (the, a, this, which)

An **adjective** tells you more about a noun (magical, transparent, fragile)

A **verb** tells you what happens in a sentence (ran, opened, flew, eats, was falling)

An **adverb** tells you how, when or where something happened (quietly, later, away)

A **conjunction** is a word that joins words, phrases or clauses (and, or, because, although)

Prepositions are functional words that often come at the beginning of a phrase (in, with, at)

Sentences

What is a sentence?

A sentence is a group of words which express an idea and, together, make complete sense and usually contain a subject and a verb.

Sentences are made up of



Clauses which are made up of



Phrases which are made up of



Words

Phrases

A phrase is a group of words which act as a unit, but is not a complete clause or sentence. They help to add detail to sentences.

There are different kinds of phrases:

Noun phrases

Verb phrases

Adjectival phrases

Adverbial phrases

Prepositional phrases

Noun Phrases

the poisonous
dragon

the dragon

the dragon on the
mountain peak

this dragon



my dragon

a dragon with rose-coloured scales

Helpful
Tip

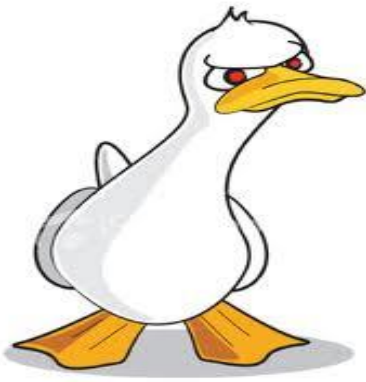
Pronouns can stand in for **noun phrases**. If you are in any doubt where a noun phrase begins and ends, try substituting a pronoun.

Verb Phrases

had been dreaming
was shopping
would have preferred
is looking



Adjectival Phrases



really angry
as old as the hills
extraordinary looking
quite ridiculous

Adverbial Phrases



in the garden



at dawn



very surprisingly



as quickly as possible



earlier than usual

Adverbial phrases work like adverbs. They give information about how, when or where something happens. They are also mobile and can be used in different places in sentences.

Prepositional Phrases

Prepositional phrases start with a preposition.
They can be **adjectival** or **adverbial**.



by the side of the lake
adverbial-where



along the track
adverbial-where



with long hair
adjectival



at midnight
adverbial -when

Sentences can be.....

Simple

The cat chased the mouse.

A **simple** sentence is made up of **one clause**.
It **usually** has a subject and **one verb or verb phrase**.



A simple sentence.

The tabby cat chased the terrified mouse.

This is also a simple sentence.

This morning, the tabby cat with the long tail chased the terrified mouse down the garden path, over the lawn and towards the gate.

A simple sentence may have phrases which add additional detail. **However, while there is only one verb or verb phrase, it remains a simple sentence.**





Compound

The tabby cat chased the terrified mouse but it managed to escape .

A compound sentence has two equally weighted main clauses which are joined by a conjunction. A comma may be used after the first clause before the conjunction. However, it may also be written without the comma.

main clause

conjunction

The tabby cat chased the terrified mouse, but it managed to escape .

main clause



In compound sentences the two main clauses are linked by **co-ordinating(linking)conjunctions**. The clauses are not dependent on each other and can stand alone. The conjunction links the two main clauses.

The **co-ordinating conjunctions** are:

for and nor but or yet so

F A N B O Y S



Complex

**The tabby cat chased the terrified mouse
whenever it emerged from its hole.**

A complex sentence has a main clause which can stand on its own. It also has a subordinate clause which begins with a **subordinating(binding) conjunction**. The subordinate clause cannot act as a free-standing unit and does not make sense on its own. The conjunction “sticks” to the subordinate clause and the clause can change its position in the sentence.

main clause

**The tabby cat chased the terrified mouse
whenever it emerged from its hole.**

conjunction

subordinate clause

Subordinating conjunctions explain the relationship between the clauses they link together.

Main clause – self-contained unit which makes sense on its own

Subordinate clause – cannot act as a free-standing unit. It does not make sense on its own. It can be used in different places in the sentence. When a subordinate clause is at the beginning of a sentence, it is followed by a comma.

Subordinating conjunctions are **if, when, because, whenever, until, so that, although, as** and many more.

The tabby cat chased the terrified mouse **whenever** it emerged from its hole.

Whenever it emerged from its hole, the tabby cat chased the terrified mouse.



Using so

So is a **co-ordinating conjunction** with the meaning **as a result**. This makes a compound sentence. However, **so (that)** can also be used as a **subordinating conjunction** meaning **in order to**. In this case, that is omitted but understood (ellipsis). In this case, the sentence is complex.

Compound sentence

Jasper was asleep, **so** Poppy curled up beside him.

Complex sentences

Poppy jumped onto the window sill **so(that)** she could look out of the window.

So(that) she could look out of the window, Poppy jumped onto the window sill.

Relative Clauses

These are also a type of subordinate clause. They

- Act like adjectives
- Start with a pronoun – who, whom, which, that
- Are embedded in the sentence

Poppy, **who was watching the race**, could not believe her eyes.

The ancient chest, **which was buried under a heap of old timber**, held the key to the mystery.

Non-finite subordinate clauses

These are also subordinate clauses and have incomplete verbs.

Stumbling through the trees, Charlie glimpsed a faint glow in the distance.

Terrified of the forbidding stranger, the princess shrank deeper into soft blankets.

Active and Passive Sentences

A sentence can be **active** or **passive**.

A sentence is active when the subject is carrying out the action.

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

Active - Rain interrupted the tennis tournament.

Passive - The tennis tournament was interrupted by rain.

Passive - The tennis tournament was interrupted.

The seeds were placed on the windowsill and watered regularly. They were measured daily and the growth recorded.



Adverbials

May be adverbs, phrases or clauses . They can be used in different places in sentences and answer the questions:

Spontaneously
robotically
jealously
boldly

How? Manner

in silence, angrily, with a smile, as carefully as you can, with great skill, cautiously

Also **degree of intensity** - very, fairly, really, extremely, incredibly, slightly, quite

When? Time

at midnight, later that day, next morning, for 3 minutes, in their early years, during the Jurassic period, while they are spawning, until you reach the station

Also **frequency** – often, never, regularly, daily, rarely, continually, occasionally



Adverbials

Where? Place

in the park, at the shop, over the hill, in forests, next to the bowl, at a 90° angle



ALSO

Connections in meaning between sentences (**connecting adverbs and adverbial phrases**) – however, furthermore, finally, on the other hand, in addition, in contrast, moreover

Also **attitude of speaker** – perhaps, obviously, fortunately, surprisingly

CLA **RITY**



Connectives

Let's be clear



A **connective** is a word or phrase that links clauses or sentences. It is an umbrella term for conjunctions and connecting adverbs or adverbial phrases.

Connectives can be:

- **conjunctions** (*and, so, until*)
- **connecting adverbs or adverbial phrases** (*moreover, eventually, at last*)

Conjunctions and connecting adverbs function differently:

- **Conjunctions join clauses within a sentence.**
- **Connecting adverbs connect ideas but the clauses remain separate sentences.**

Conjunctions

Joining clauses within sentences.

The clouds rolled away.

The sun began to shine.

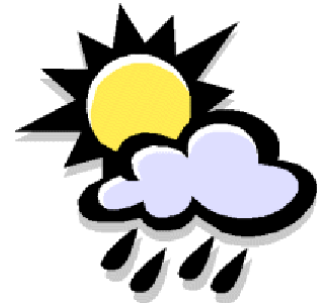
The clouds rolled away **and** the sun began to shine.

The thunder roared.

The lightning flashed.

The thunder roared **while** the lightning flashed.

While the thunder roared, the lightning flashed.



Connecting Adverbs

Connect ideas in separate sentences. They maintain the cohesion of a text in several basic ways:

- **addition** – also, furthermore, moreover, in addition
- **opposition** – however, nevertheless, on the other hand
- **reinforcing** – besides, anyway, after all
- **explaining** – for example, in other words, that is to say
- **listing** – first(ly), first of all, finally
- **indicating result** – therefore, consequently, as a result
- **indicating time** – just then, meanwhile, later

They are mobile and can be used in different places in sentences.

Polar bears look cuddly. They are very dangerous animals.



Polar bears look cuddly. **However**, they are very dangerous animals.

Polar bears look cuddly. They are, **however**, very dangerous animals.



A quick check to spot a connecting adverb used incorrectly.

Rebecca wanted to see Skyfall **however** Dan wanted to see the Grand Prix. 

We know that however is not one of the FANBOYS co-ordinating conjunctions.

If it is a subordinating conjunction, we should be able to move the subordinate clause to the beginning of the sentence and retain meaning.

However Dan wanted to see the Grand Prix Rebecca wanted to see Skyfall . 

Meaning is lost. We know that however is a connecting adverb and is linking ideas **between** sentences.

Rebecca wanted to see Skyfall. **However**, Dan wanted to see the Grand Prix. 

In Summary

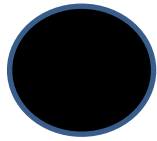
- Words go together to make up phrases. There are several different types of phrases, including noun phrases, verb phrases, adjectival phrases and adverbial phrases.
- At the root of every a clause is a noun phrase (subject) and a verb phrase (verb). All sorts of information and detail can be added to a clause but as long as there is only one verb (or verb phrase) there is only one clause.
- A simple sentence is one clause.
- A compound sentence is two main clauses joined by a co-ordinating conjunction.
- A complex sentence is one main clause and one or more subordinate clauses, joined by subordinating conjunctions.

Punctuation?



Punctuation

Punctuation is needed to clarify grammatical boundaries between words, phrases, clauses and sentences. It chunks text into meaningful units.



Full stop – used to mark the end of a sentence.

The dog ran down the road.



Question mark – used to mark the end of a question.

Why did the dog run down the road?



Exclamation mark – used to mark the end of an exclamatory sentence.

Run!

Commas

In a list to separate items, but not before the final and:

My favourite fruits are raspberries, strawberries, peaches and figs.

After a subordinate clause at the **beginning** of a sentence:

If the train arrives on time, I will not be late.

Tired of waiting, Rose crawled into the dimly-lit tunnel.

With many connecting adverbs:

However, the playground will be closed.

The playground, however, will be closed.

With adverbial phrases:

One misty morning, the great creature poked his head out of the cave and sniffed the air.

With an embedded clause:

Bilbo, who was feeling very nervous, began to make his way along the path.

To add additional information:

Rebecca, our best player, scored the goal.

Beware the comma splice!

This happens when a comma is used incorrectly to connect two main clauses.

I enjoy travelling, I have visited many interesting places.

Inverted Commas

- Inverted commas mark the beginning and end of direct speech. They enclose the actual words a speaker has said.
- Any punctuation at the end of the speech goes before the closing inverted commas.
- Each new speaker starts on a new line.
- The dialogue word/speech tag is separated from the speech by a comma.

**“It has rained every day for a month,” Clare complained.
Anna sighed, “You are going to Spain next week. The sun will shine
there.”**



Semicolon

Separates 2 closely related main clauses

The moon was gleaming silver; it looked like an enormous lantern.

Separates items in a list where the items are longer phrases

I packed several pairs of sandals; all my swimwear; a patterned maxi dress; some brightly coloured t-shirts and shorts and a good supply of sun tan lotion.



The colon: a useful punctuation mark.

Colon

Introduces a list

There were a lot of things on Anna's floor: clothes, books, magazines, shoes and the remains of a pizza she had eaten on Friday night.

Add further explanation to a point previously made.

The climate is undergoing changes: summers are wetter and cooler and the sun rarely shines.

The apostrophe



It has two main uses:

- To show possession
- To show omission



It's

The apostrophe of omission

The apostrophe is also used when letters are **omitted** (left out) from a word or words. The apostrophe always goes in the place where letters are missing. For example:

have not

becomes

haven't

because the 'o' is omitted.

Apostrophes of omission

have not	haven't
shall not	shan't
will not	won't
do not	don't
must not	mustn't
cannot	can't
is not	isn't
you are	you're
he is	he's
they are	they're

The apostrophe of possession: singular 'owner'.

The first use of the apostrophe is to show possession (when something belongs to someone). The apostrophe always goes **after the last letter** of the word describing **the person to whom something belongs (the 'owner')**. If the 'owner' is singular, the apostrophe is followed by an 's'.

The book belonging to the boy becomes
The boy's book

The bike belonging to Joe becomes
Joe's bike.

The computer belonging to my friend becomes
My friend's computer

The apostrophe of possession: plural 'owner'

When the 'owner' in a sentence (the person or thing to whom something belongs) is **plural (more than one) AND** ends in an **s** (boys,) there is NO 's' after the apostrophe.

The books belonging to the boys becomes
The boys' books

The toys belonging to the babies becomes
The babies' toys

The bowls belonging to the cats becomes
The cats' bowls

However, when the 'owner' in the sentence is **plural** but does **not** end in an **s** (children, people) there **is** an 's' after the apostrophe.

The games belonging to the children becomes
The children's games

The opinion belonging to the people becomes
The people's opinion

The field belonging to the sheep becomes
The sheep's field



Remember
this

its (belonging to it) **no apostrophe**
it's (it is or it has) **apostrophe**

The company is to close one of **its** factories.
(possessive)

The factory employs 800 people. **It's** the
largest factory in town.
(contraction)

Hyphen

PART-TIME

A hyphen is used to link words and parts of words. They are found in compound words. They also join prefixes to other words.

Compound adjectives before nouns:

a **well-known** author
an **English-Italian** dictionary
sweet-smelling flowers
the **bad-tempered** ladybird

Compound nouns where the second part is a preposition:

a **break-in**
a **write-off**
a **go-between**
a **hold-up**

Words beginning with the prefixes

co-, non- and ex-:

co-ordinator
non-smoking
ex-soldier

Hyphens are also used to split a word at the end of a line.

A cloud of ravens rose into the **frig-
id** air as the clock struck midnight.



Dash

A dash is used mainly in informal writing. It often replaces commas, semicolons, colons and brackets.

Rebecca - our best player - scored the goal.

The moon was gleaming silver - it looked like an enormous lantern.

The climate is undergoing changes - summers are wetter and cooler and the sun rarely shines.

Ellipsis



Three dots that usually mark where a word/phrase/sentence has been omitted intentionally . It is also used to show an unfinished sentence which raises a question or creates tension .

Something was coming...

James swallowed hard. “Maybe you could...talk to her?”

I wanted to show you but...

Brackets



Brackets are used to separate text in a sentence to explain, comment on or give more information. They can be used in the place of dashes and commas.

Rebecca(our best player)scored the goal.

I spent a year travelling the world(my parents were worried as they thought it was dangerous).

Along the banks of the Amazon(the longest river in the world) many extraordinary creatures can be found.

In Summary

- Punctuation is all about awareness of grammatical chunks and using it to make meaning clear.
- To split texts into sentences, indicating clearly where each major chunk of meaning begins, we use capital letters and full stops.
- Within sentences, we use a variety of punctuation marks to show breaks between phrases, clauses and, sometimes, words and to clarify meaning.

