


# SITHNEY COMMUNITY PRIMARY SCHOOL

## GRAMMAR - YEAR 1



<p><b>Word</b></p>	<p>Regular <b>plural noun suffixes</b> –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</p> <p><b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>How the <b>prefix</b> un– changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <b>unkind</b>, or <b>undoing</b>: <b>untie</b> the boat]</p>	
<p><b>Sentence</b></p>	<p>How <b>words</b> can combine to make <b>sentences</b></p> <p>Joining words and joining clauses using <b>and</b></p>	
<p><b>Text</b></p>	<p>Sequencing sentences to form short narratives</p>	
<p><b>Punctuation</b></p>	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>	
<p><b>Terminology</b></p>	<p>letter, capital letter, word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>	
<p><b>Punctuation - full stop (.), question mark (?), exclamation mark (!)</b></p>	<p>Punctuation includes any conventional features of writing other than spelling and general layout: the standard punctuation marks . , ; : ? ! - - ( ) " ' ` ' , and also word-spaces, capital letters, apostrophes, paragraph breaks and bullet points. One important role of punctuation is to indicate sentence boundaries</p>	<p>"I'm going out, Usha, and I won't be long," Mum said.</p>
<p><b>Capital letter</b></p>	<p>Capital letters (also called upper case) are letters used at the beginning of a sentence and for a proper noun. They may also be used at the beginning of the important words in a title or sign.</p>	<p>Upper case: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z</p> <p>Lower case: a b c d e f g h i j k l m n o p q r s t u v w x y z</p>
<p><b>Word</b></p>	<p>A word is a unit of grammar: it can be selected and moved around relatively independently, but cannot easily be split.</p> <p>In punctuation, words are normally separated by word spaces. Sometimes, a sequence that appears grammatically to be two words is collapsed into a single written word, indicated with a hyphen or apostrophe (e.g. well-built, he's).</p>	<p><u>head</u>teacher or <u>head</u> teacher [can be written with or without a space]</p> <p><u>I</u>'m going out.</p> <p><u>9.30</u> am</p>


<b>Word - singular, plural</b>	A word is a unit of grammar: it can be selected and moved around relatively independently, but cannot easily be split. In punctuation, words are normally separated by word spaces. Sometimes, a sequence that appears grammatically to be two words is collapsed into a single written word, indicated with a hyphen or apostrophe (e.g. well-built, he's).	<u>headteacher</u> or <u>head teacher</u> [can be written with or without a space] <u>I'm</u> going out. <u>9.30 am</u>
--------------------------------	---	--

<b>SITHNEY COMMUNITY PRIMARY SCHOOL GRAMMAR - YEAR 2</b>		
<b>Word</b>	<p>Formation of <b>nouns</b> using <b>suffixes</b> such as –ness, –er and by compounding [for example, whiteboard, superman]</p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as –ful, –less (A fuller list of <b>suffixes</b> can be found in the year 2 spelling section in English Appendix 1)</p> <p>Use of the <b>suffixes</b> –er, –est in <b>adjectives</b> and the use of –ly in Standard English to turn adjectives into <b>adverbs</b></p>	
<b>Sentence</b>	<p><b>Subordination</b> (using when, if, that, because) and <b>co-ordination</b> (using or, and, but)</p> <p>Expanded <b>noun phrases</b> for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p><b>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</b></p>	
<b>Text</b>	<p>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing.</p> <p>Use of the <b>progressive</b> form of verbs in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, she is drumming, he was shouting]</p>	
<b>Punctuation</b>	<p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</p> <p>Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p> <p>Use of commas after fronted adverbials</p>	
<b>Terminology</b>	noun, noun phrase statement, question, exclamation, command, compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	
<b>noun</b>	The surest way to identify nouns is by the ways they can be used after determiners such as the: for example, most nouns will fit into the frame "The __ matters/matter." Nouns are sometimes called 'naming words' because they name people, places and 'things'; this is often true, but it doesn't help to distinguish nouns from other word classes. For example, prepositions can name places and verbs can name 'things' such as actions. Nouns may be classified as common (e.g. boy, day) or proper (e.g. Ivan, Wednesday), and also as countable (e.g. thing, boy) or	Our <u>dog</u> bit the <u>burglar</u> on his <u>behind</u> ! My big <u>brother</u> did an amazing <u>jump</u> on his <u>skateboard</u> . <u>Actions</u> speak louder than <u>words</u> . Not nouns: He's <u>behind</u> you! [this names a place, but is a preposition, not a noun] She can <u>jump</u> so high! [this names an action, but is a

	noncountable (e.g. stuff, money). These classes can be recognised by the determiners they combine with.	verb, not a noun] Common, countable: a <u>book</u> , <u>books</u> , two <u>chocolates</u> , one <u>day</u> , fewer <u>ideas</u> Common, non-countable: <u>money</u> , some <u>chocolate</u> , less <u>imagination</u> Proper, countable: <u>Marilyn</u> , <u>London</u> , <u>Wednesday</u>
<b>Noun phrase</b>	A noun phrase is a phrase with a noun as its head, e.g. some foxes, foxes with bushy tails. Some grammarians recognise one-word phrases, so that foxes are multiplying would contain the noun foxes acting as the head of the noun phrase foxes.	<u>Adult foxes</u> can jump. [adult modifies foxes, so adult belongs to the noun phrase]  <u>Almost all healthy adult foxes in this area</u> can jump. [all the other words help to modify foxes, so they all belong to the noun phrase]
<b>Sentence</b>	A sentence is a group of words which are grammatically connected to each other but not to any words outside the sentence. The form of a sentence's main clause shows whether it is being used as a statement, a question, a command or an exclamation. A sentence may consist of a single clause or it may contain several clauses held together by subordination or co-ordination. Classifying sentences as 'simple', 'complex' or 'compound' can be confusing, because a 'simple' sentence may be complicated, and a 'complex' one may be straightforward. The terms 'single clause sentence' and 'multi-clause sentence' may be more helpful.	<u>john went to his friend's house. He stayed there till tea-time.</u>  You are my friend. [statement]  Are you my friend? [question]  Be my friend! [command]  What a good friend you are! [exclamation]  Ali went home on his bike to his goldfish and his current library book about pets. [single-clause sentence]  She went shopping but took back everything she had bought because she didn't like any of it. [multi-clause sentence]
<b>Compound</b>	A compound word contains at least two root words in its morphology; e.g. whiteboard, superman. Compounding is very important in English.	blackbird, blow-dry, bookshop, icecream, English teacher, inkjet, oneeyed, bone-dry, baby-sit, daydream, outgrow
<b>Adjective</b>	The surest way to identify adjectives is by the ways they can be used: <ul style="list-style-type: none"> <li>• before a noun, to make the noun's meaning more specific (i.e. to modify the noun), or</li> <li>• after the verb be, as its complement.</li> </ul> Adjectives cannot be modified by other adjectives. This distinguishes them from nouns, which can be. Adjectives are sometimes called 'describing words' because they pick out single characteristics such as size or colour. This is often true, but it	The pupils did some really <u>good</u> work. [adjective used before a noun, to modify it]  Their work was <u>good</u> . [adjective used after the verb be, as its complement]  Not adjectives: The lamp <u>glowed</u> . [verb]


	doesn't help to distinguish adjectives from other word classes,	It was such a bright <u>red</u> ! [noun] He spoke <u>loudly</u> . [adverb] It was a French <u>grammar</u> book. [noun]
<b>Adverb</b>	The surest way to identify adverbs is by the ways they can be used: they can modify a verb, an adjective, another adverb or even a whole clause. Adverbs are sometimes said to describe manner or time. This is often true, but it doesn't help to distinguish adverbs from other word classes that can be used as adverbials, such as preposition phrases, noun phrases and subordinate clauses.	Usha <u>soon</u> started snoring loudly. [adverbs modifying the verbs started and snoring]  That match was <u>really</u> exciting! [adverb modifying the adjective exciting]  We don't get to play games <u>very</u> often. [adverb modifying the other adverb, often]  <u>Fortunately</u> , it didn't rain. [adverb modifying the whole clause 'it didn't rain' by commenting on it]  Not adverbs: <ul style="list-style-type: none"> <li>• Usha went <u>up the stairs</u>. [preposition phrase used as adverbial]</li> <li>• She finished her work <u>this evening</u>. [noun phrase used as adverbial]</li> <li>• She finished <u>when the teacher got cross</u>. [subordinate clause used as adverbial]</li> </ul>
<b>Verb tense - Present and past</b>	In English, tense is the choice between present and past verbs, which is special because it is signalled by inflections and normally indicates differences of time. In contrast, languages like French, Spanish and Italian, have three or more distinct tense forms. The simple tenses (present and past) may be combined in English with the perfect and progressive.	He <u>studies</u> . [present tense – present time]  He <u>studied</u> yesterday. [past tense – past time]  He <u>studies</u> tomorrow, or else! [present tense – future time]  He <u>may study</u> tomorrow. [present tense + infinitive – future time]  He <u>plans to study</u> tomorrow. [present tense + infinitive – future time]  If he <u>studied</u> tomorrow, he'd see the difference! [past tense – imagined future]
<b>Apostrophe</b>	Apostrophes have two completely different uses: <ul style="list-style-type: none"> <li>• showing the place of missing letters (e.g. I'm for I am)</li> <li>• marking possessives (e.g. Hannah's mother).</li> </ul>	<u>I'm</u> going out and I won't be long. [showing missing letters]  <u>Hannah's</u> mother went to town in <u>Justin's</u> car. [marking possessives]

<p><b>Comma</b></p>	<p>A punctuation mark, used especially as a mark of separation within the sentence Commas separate ideas, add pauses, and help you to list things clearly.</p>	<p><i>The pet store has cats, dogs, hamsters, fish, and turtles. (Listing things)</i></p> <p><i>I really wanted cereal this morning, but I didn't have any milk. (Connecting clauses)</i></p> <p><i>Well, if you really want pancakes, I guess I can make them. (Creating pauses)</i></p>
---------------------	--	---

<p><b>SITHNEY COMMUNITY PRIMARY SCHOOL GRAMMAR - YEAR 3</b></p>		
<p><b>Word</b></p>	<p>Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example super-, anti-, auto-]</p> <p>Use of the <b>forms</b> a or an according to whether the next word begins with a <b>consonant</b> or a <b>vowel</b> [for example, a rock, an open box]</p> <p><b>Word families</b> based on common words, showing how <b>words</b> are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p>	
<p><b>Sentence</b></p>	<p>Expressing time, place and cause using <b>conjunctions</b> [for example, when, before, after, while, so, because], <b>adverbs</b> [for example, then, next, soon, therefore], or <b>prepositions</b> [for example, before, after, during, in, because of]</p>	
<p><b>Text</b></p>	<p>Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation</p> <p>Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example,</p> <p>He has gone out to play contrasted with He went out to play]</p>	
<p><b>Punctuation</b></p>	<p>Introduction to inverted commas to <b>punctuate</b> direct speech</p>	
<p><b>Terminology</b></p>	<p>preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>	
<p><b>Preposition</b></p>	<p>A preposition links a following noun, pronoun or noun phrase to some other word in the sentence.</p> <p>Prepositions often describe locations or directions, but can describe other things, such as relations of time.</p> <p>Words like before or since can act either as prepositions or as conjunctions.</p>	<p>Tom waved goodbye <u>to</u> Christy.</p> <p>She'll be back <u>from</u> Australia in two weeks.</p> <p>I haven't seen my dog <u>since</u> this morning.</p> <p>Contrast: I'm going, <u>since</u> no-one wants me here! [conjunction: links two clauses]</p>

<p><b>Conjunction</b></p>	<p>A conjunction links two words or phrases together.</p> <p>There are two main types of conjunctions:</p> <ul style="list-style-type: none"> <li>• co-ordinating conjunctions (e.g. and) link two words or phrases together as an equal pair</li> <li>• subordinating conjunctions (e.g. when) introduce a subordinate clause.</li> </ul>	<p>James bought a bat <u>and</u> ball. [links the words bat and ball as an equal pair]</p> <p>Kylie is young <u>but</u> she can kick the ball hard. [links two clauses as an equal pair]</p> <p>Everyone watches <u>when</u> Kyle does back-flips. [introduces a subordinate clause]</p> <p>Joe can't practise kicking <u>because</u> he's injured. [introduces a subordinate clause]</p>
<p><b>Word family</b></p>	<p>The words in a word family are normally related to each other by a combination of morphology, grammar and meaning.</p>	<p>teach – teacher</p> <p>extend – extent – extensive</p> <p>grammar – grammatical – grammarian</p>
<p><b>Prefix</b></p>	<p>A prefix is added at the beginning of a word in order to turn it into another word. Contrast suffix.</p>	<p><u>overtake</u>, <u>disappear</u></p>
<p><b>Clause</b></p>	<p>A clause is a special type of phrase whose head is a verb. Clauses can sometimes be complete sentences. Clauses may be main or subordinate.</p> <p>Traditionally, a clause had to have a finite verb, but most modern grammarians also recognise non-finite clauses.</p>	<p>It was raining. [single-clause sentence]</p> <p>It was raining but we were indoors. [two finite clauses]</p> <p><u>If you are coming to the party</u>, please let us know. [finite subordinate clause inside a finite main clause]</p> <p>Usha went upstairs <u>to play on her computer</u>. [non-finite clause]</p>
<p><b>Subordinate clause</b></p>	<p>A clause which is subordinate to some other part of the same sentence is a subordinate clause; for example, in The apple that I ate was sour, the clause that I ate is subordinate to apple (which it modifies). Subordinate clauses contrast with co-ordinate clauses as in It was sour but looked very tasty. (Contrast: main clause)</p> <p>However, clauses that are directly quoted as direct speech are not subordinate clauses</p>	<p>That's the street <u>where Ben lives</u>. [relative clause; modifies street]</p> <p>He watched her <u>as she disappeared</u>. [adverbial; modifies watched]</p> <p><u>What you said</u> was very nice. [acts as subject of was]</p> <p>She noticed <u>an hour had passed</u>. [acts as object of noticed]</p> <p>Not subordinate: He shouted, "<u>Look out!</u>"</p>
<p><b>Direct speech</b></p>	<p>Direct speech is a sentence in which the exact words spoken are reproduced in speech marks</p>	<p>"<u>You'll never guess what I've just seen!</u>" said Sam, excitedly.</p>
<p><b>Consonant</b></p>	<p>A sound which is produced when the speaker closes off or obstructs the flow of air through the vocal tract, usually using lips, tongue or teeth.</p>	<p>/p/ [flow of air stopped by the lips, then released]</p>

	Most of the letters of the alphabet represent consonants. Only the letters a, e, i, o, u and y can represent vowel sounds.	/t/ [flow of air stopped by the tongue touching the roof of the mouth, then released]  /f/ [flow of air obstructed by the bottom lip touching the top teeth]  /s/ [flow of air obstructed by the tip of the tongue touching the gum line]
<b>Consonant letter vowel</b>	A vowel is a speech sound made with your mouth fairly open, the nucleus of a spoken syllable.  A consonant is a sound made with your mouth fairly closed.	Vowels are a ,e, i, o, u  Consonants are b ,c , d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z
<b>Vowel letter</b>	A vowel is a speech sound which is produced without any closure or obstruction of the vocal tract. Vowels can form syllables by themselves, or they may combine with consonants. In the English writing system, the letters a, e, i, o, u and y can represent vowels.	
<b>Inverted comma</b>	<b>Inverted commas</b> are <b>punctuation</b> marks that are used in writing to show where speech or a quotation begins and ends.  They are usually <b>written</b> or <b>printed</b> as ` ` or " ".  Inverted commas are <b>also sometimes</b> used around the <b>titles</b> of <b>books</b> , plays, or <b>songs</b> , or around a <b>word</b> or <b>phrase</b> that is being <b>discussed</b> .	"I shall give you some wool to make a new sweater", said the white lamb to the little girl.  The Head boy of the school declared, "I am going to leave the school."

<b>SITHNEY COMMUNITY PRIMARY SCHOOL GRAMMAR - YEAR 4</b>		
<b>Word</b>	The grammatical difference between <b>plural</b> and <b>possessive</b> –s Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]	
<b>Sentence</b>	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)  <b>Fronted adverbials</b> [for example, Later that day, I heard the bad news.]	
<b>Text</b>	Use of paragraphs to organise ideas around a theme  Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition	
<b>Punctuation</b>	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end <b>punctuation</b> within inverted commas: The conductor shouted, "Sit down!"]  <b>Apostrophes</b> to mark <b>plural</b> possession [for example, the girl's name, the girls' names]	

	Use of commas after fronted <b>adverbials</b>	
<b>Terminology</b>	determiner pronoun, possessive pronoun adverbial	
<b>Determiner</b>	<p>A determiner specifies a noun as known or unknown, and it goes before any modifiers (e.g. adjectives or other nouns). Some examples of determiners are:</p> <ul style="list-style-type: none"> <li>articles (the, a or an)</li> <li>demonstratives (e.g. this, those)</li> <li>possessives (e.g. my, your)</li> <li>quantifiers (e.g. some, every).</li> </ul>	<p><u>the</u> home team [article, specifies the team as known]</p> <p><u>a</u> good team [article, specifies the team as unknown] that pupil [demonstrative, known]</p> <p><u>Julia's</u> parents [possessive, known]</p> <p><u>some</u> big boys [quantifier, unknown]</p> <p>Contrast: home <u>the</u> team, big <u>some</u> boys [both incorrect, because the determiner should come before other modifiers]</p>
<b>Pronoun</b>	<p>Pronouns are normally used like nouns, except that:</p> <p>They are grammatically more specialised</p> <p>It is harder to modify them In the examples, each sentence is written twice: once with nouns, and once with pronouns (underlined).</p> <p>Where the same thing is being talked about, the words are shown in bold.</p>	<p><b>Amanda</b> waved to <b>Michael</b>. <b>She</b> waved to <b>him</b>.</p> <p><b>John's</b> mother is over there. <b>His</b> mother is over there. The <b>visit</b> will be an overnight <b>visit</b>. <b>This</b> will be an overnight <b>visit</b>. <b>Simon</b> is the person: <b>Simon</b> broke it. <b>He</b> is the one who broke it.</p>
<b>Possessive Pronoun</b>	<p>A possessive can be:</p> <ul style="list-style-type: none"> <li>a noun followed by an apostrophe, with or without s</li> <li>a possessive pronoun. The relation expressed by a possessive goes well beyond ordinary ideas of 'possession'. A possessive may act as a determiner.</li> </ul>	<p><u>Tariq's</u> book [Tariq has the book]</p> <p><u>The boys'</u> arrival [the boys arrive]</p> <p><u>His</u> obituary [the obituary is about him]</p> <p>That essay is <u>mine</u>. [I wrote the essay]</p>
<b>Adverbial</b>	<p>An adverbial is a word or phrase that is used, like an adverb, to modify a verb or clause. Of course, adverbs can be used as adverbials, but many other types of words and phrases can be used this way, including preposition phrases and subordinate clauses.</p>	<p>The bus leaves <u>in five minutes</u>. [preposition phrase as adverbial: modifies leaves]</p> <p>She promised to see him <u>last night</u>. [noun phrase modifying either promised or see, according to the intended meaning]</p> <p>She worked until she had finished. [subordinate clause as adverbial]</p>



# SITHNEY COMMUNITY PRIMARY SCHOOL


## GRAMMAR - YEAR 5



<b>Word</b>	<p>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, –ate; –ise; –ify]</p> <p><b>Verb prefixes</b> [for example, dis–, de–, mis–, over– and re–]</p>
<b>Sentence</b>	<p><b>Relative clauses</b> beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using <b>adverbs</b> [for example, perhaps, surely] or <b>modal verbs</b> [for example, might, should, will, must]</p>
<b>Text</b>	<p>Devices to build <b>cohesion</b> within a paragraph [for example, then, after that, this, firstly]</p> <p>Linking ideas across paragraphs using <b>adverbials</b> of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p>
<b>Punctuation</b>	<p>Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity</p>
<b>Terminology</b>	<p>modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>
<b>Modal verb</b>	<p>Modal verbs are used to change the meaning of other verbs. They can express meanings such as certainty, ability, or obligation. The main modal verbs are will, would, can, could, may, might, shall, should, must and ought.</p> <p>A modal verb only has finite forms and has no suffixes (e.g. I sing – he sings, but not I must – he musts).</p> <p>I <u>can</u> do this maths work by myself.</p> <p>This ride <u>may</u> be too scary for you!</p> <p>You <u>should</u> help your little brother.</p> <p>Is it going to rain? Yes, it <u>might</u>.</p> <p>Canning swim is important. [not possible because can must be finite; contrast: Being able to swim is important, where being is not a modal verb]</p>
<b>Relative pronoun</b>	<p>A <b>relative pronoun</b> is a word that's used to begin a <b>relative clause</b>.</p> <p>A few examples of relative pronouns include 'who', 'that', 'whose', 'which', and 'whom'.</p> <p><i>Joe baked his mum a Victoria sponge cake, <u>who</u> was very pleased with her Mother's Day present.'</i></p> <p><i>The paints <u>that</u> I bought are going to be used on wood.'</i></p> <p><i>The book, <u>which</u> was in terrible condition, was a fantastic read.'</i></p> <p><i>The dog, <u>whose</u> collar was loose, ran away and found his own way home.'</i></p>

		<i>The parents spotted a lady in a suit, <u>whom</u> they assumed to be the head teacher.'</i>
<b>Relative clause</b>	<p>A relative clause is a special type of subordinate clause that modifies a noun. It often does this by using a relative pronoun such as who or that to refer back to that noun, though the relative pronoun that is often omitted.</p> <p>A relative clause may also be attached to a clause. In that case, the pronoun refers back to the whole clause, rather than referring back to a noun.</p> <p>In the examples, the relative clauses are underlined, and both the pronouns and the words they refer back to are in bold.</p>	<p>That's the <b>boy <u>who</u></b> lives near school. [who refers back to boy]</p> <p>The <b>prize <u>that</u></b> I won was a book. [that refers back to prize]</p> <p>The <b>prize <u>I won</u></b> was a book. [the pronoun that is omitted]  <b>Tom broke the game, <u>which</u></b> annoyed Ali. [which refers back to the whole clause]</p>
<b>Parenthesis</b>	<p>A parenthesis is a word, phrase, or sentence that is inserted into writing as extra information using brackets, commas or dashes.</p> <p>If the parenthesis is taken away, the passage would still be complete without it - it's an afterthought or bonus. The plural is parenthesis.</p>	<p>He finally answered (after taking five minutes to think) that he did not understand the question.</p> <p>Please read the analysis (I hope you enjoy).</p> <p>Joe (accompanied by his trusty Bassett hound dog) was always welcome.</p> <p>When he got home (it was already dark outside), he fixed dinner.</p> <p>You are late for class again (aren't you?).</p> <p>My friend Chloe (who is three months older than me) is coming to my house tonight.</p>
<b>Bracket</b>	<p>A bracket is a punctuation mark that's used to set a word or phrase aside from the rest of a sentence.</p> <p>Brackets are punctuation marks used to include parentheses or additional information to a sentence. In many cases, this information is not essential to the main point that the sentences is making. An example would be 'Fred (who was a plumber by trade) fixed the leaking pipe'.</p> <p>Sometimes dates or other numbers in a sentence are enclosed by brackets.</p>	<p><i>Without brackets: She finally answered that she didn't understand the question.</i></p> <p><i>With brackets: She finally answered (after taking five minutes to think) that she didn't understand the question.</i></p>
<b>Dash</b>	<p>A dash is a horizontal line that shows a pause or break in meaning, or that represents missing words or letters.</p> <p>Note that dashes are rather informal and should be used carefully in writing. Dashes are often used informally instead of commas, colons and brackets. A dash may or may not have a space on either side of it.</p>	<p>Without dash: The man from Ames, Iowa, arrived.</p> <p>With dash: The man—he was from Ames, Iowa—arrived.</p>

<b>Cohesion</b>	<p>A text has cohesion if it is clear how the meanings of its parts fit together. Cohesive devices can help to do this.</p> <p>In the example, there are repeated references to the same thing (shown by the different style pairings), and the logical relations, such as time and cause,</p>	<p><b>A visit</b> has been arranged for <b>Year 6, to the Mountain Peaks Field Study Centre</b>, leaving school at 9.30am. <b>This is an overnight visit.</b> <u>The centre</u> has beautiful grounds and a nature trail. During the afternoon, <b>the children</b> will follow the trail.</p>
<b>Ambiguity</b>	<p>Ambiguity is a word or sentence that is not clear about the intention or meaning.</p> <p>An example of ambiguity is when a person answers a question in a way that indicates he is not giving all of the details</p>	<p>It is ambiguous to say "I rode a black horse in red pyjamas," because it may lead us to think the horse was wearing red pyjamas.</p>

<h2 style="text-align: center;">SITHNEY COMMUNITY PRIMARY SCHOOL GRAMMAR - YEAR 6</h2>		
<b>Word</b>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</p> <p>How words are related by meaning as synonyms and antonyms [for example, big, large, little].</p>	
<b>Sentence</b>	<p>Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of <b>subjunctive</b> forms such as If I were or Were they to come in some very formal writing and speech]</p>	
<b>Text</b>	<p>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as on the other hand, in contrast, or as a consequence], and <b>ellipsis</b></p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>	
<b>Punctuation</b>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, It's raining; I'm fed up]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p><b>Punctuation</b> of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</p>	
<b>Terminology</b>	<p>subject, object, active, passive synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>	
<b>Subject</b>	<p>The subject of a verb is normally the noun, noun phrase or pronoun that names the 'do-er' or 'be-er'. The subject's normal position is:</p>	<p><u>Rula's mother</u> went out.</p> <p><u>That</u> is uncertain.</p>

	<ul style="list-style-type: none"> <li>just before the verb in a statement</li> <li>just after the auxiliary verb, in a question.</li> </ul> <p>Unlike the verb's object and complement, the subject can determine the form of the verb (e.g. I am, you are).</p>	<p><u>The children</u> will study the animals.</p> <p>Will <u>the children</u> study the animals?</p>
<b>Object</b>	<p>An object is normally a noun, pronoun or noun phrase that comes straight after the verb, and shows what the verb is acting upon. Objects can be turned into the subject of a passive verb, and cannot be adjectives (contrast with complements).</p>	<p>Year 2 designed <u>puppets</u>. [noun acting as object] I like that. [pronoun acting as object]</p> <p>Some people suggested a <u>pretty display</u>. [noun phrase acting as object]</p> <p>Contrast:</p> <ul style="list-style-type: none"> <li>A display was suggested. [object of active verb becomes the subject of the passive verb]</li> <li>Year 2 designed pretty. [incorrect, because adjectives cannot be objects]</li> </ul>
<b>Active</b>	<p>An active <u>verb</u> has its usual pattern of <u>subject</u> and <u>object</u> (in contrast with the <u>passive</u>).</p>	<p>Active: The school arranged a visit. Passive: A visit was arranged by the school.</p>
<b>Passive</b>	<p>The sentence It was eaten by our dog is the passive of Our dog ate it. A passive is recognisable from:</p> <ul style="list-style-type: none"> <li>the past participle form eaten</li> <li>the normal object (it) turned into the subject</li> <li>the normal subject (our dog) turned into an optional preposition phrase with by as its head</li> <li>the verb be(was), or some other verb such as get. Contrast active.</li> </ul> <p>A verb is not 'passive' just because it has a passive meaning: it must be the passive version of an active verb.</p>	<p>A visit was <u>arranged</u> by the school.</p> <p>Our cat <u>got</u> run over by a bus.</p> <p>Active versions:</p> <ul style="list-style-type: none"> <li>The school arranged a visit. ♣</li> <li>bus ran over our cat</li> </ul> <p>Not passive:</p> <ul style="list-style-type: none"> <li>He received a warning. [past tense, active received]</li> <li>We had an accident. [past tense, active had]</li> </ul>
<b>Synonym</b>	<p>Two words are synonyms if they have the same meaning, or similar meanings. Contrast antonym.</p>	<p>talk – speak</p> <p>old – elderly</p>
<b>Antonym</b>	<p>Two words are antonyms if their meanings are opposites.</p>	<p>hot – cold</p> <p>light – dark</p> <p>light – heavy</p>
<b>Ellipsis</b>	<p>Ellipsis is the omission of a word or phrase which is expected and predictable.</p>	<p>Frankie waved to Ivana and <u>she</u> watched her drive away.</p> <p>She did it because she wanted to <u>do it</u>.</p>

<p><b>Hyphen</b></p>	<p><b>Hyphens</b> are a <b>form of punctuation mark</b>. They can be used to join words or parts of words. It's not interchangeable with other types of dashes.</p>	<p>It's recommended you don't take down any load-bearing walls when renovating.</p> <p>Fast-acting medication can be useful when one has a headache.</p> <p>There are some beautiful-looking plants in the garden.</p>
<p><b>Colon</b></p>	<p>A <b>colon</b> is a type of <a href="#">punctuation mark</a> that is used in a sentence to indicate that something is about to follow on from it, such as a quotation, an example or a list. They can also be used to expand a sentence that is an explanation or continuation of the <a href="#">clause</a> that comes before the colon.</p> <p>A colon looks like two full stops, one above the other. A helpful thing to remember about colons is that because they look like two full stops, they can only be used at the end of an independent clause.</p>	<p>Just as the lesson was about to start, Thomas made a shocking realisation: he had forgotten his homework'</p> <p>Samantha had two choices: buy some sweets now or save up for the new game'</p>
<p><b>Semi-colon</b></p>	<p>A semicolon is a punctuation mark that is used to link together two independent clauses within a single sentence. They differ from colons, which are used to introduce lists, explanations or quotes.</p> <p>Using a semicolon in a sentence can help to make a piece of writing easier to read and understand.</p>	<p>'I'm going to buy some new shoes; my mum wants to buy a spatula.'</p> <p>'I like oranges; Grace likes pears.'</p>
<p><b>Bullet points</b></p>	<p><b>Bullets</b> or <b>bullet points</b> are <a href="#">Organizational Devices</a> made up of small dots or symbols, to indicate separate items in a list, or separate sentences or paragraphs.</p> <p>Bullet points are ideal for making lists and writing down facts. They are quick, easy to read, and help to break up larger chunks of text.</p>	<p>A list of fruit:</p> <ul style="list-style-type: none"> <li>• Strawberry</li> <li>• Apple</li> <li>• Orange</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• A bunch of ripe bananas.</li> <li>• Two bowls of red grapes.</li> <li>• A basket full of oranges.</li> </ul>