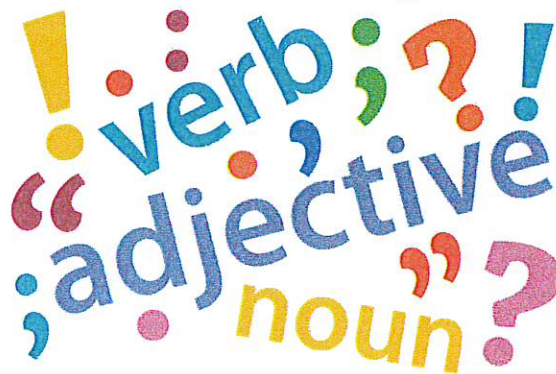




St Catherine of Siena Catholic School

Grammar for Writing Overview



Within this pack, you will find a grammar overview of features taught at St Catherine of Siena. It is arranged according to year group, outlining the key grammar and punctuation features, and when they are introduced.

Teachers will cover each topic (some in more depth than others) from their year group and the preceding year groups- some may even dip into topics from later years (where appropriate).

This document has been designed to support parents and adults in school, giving an overview of the content covered, terminology used and appropriate examples.

Teachers may use various materials to inform their teaching. One book used by staff is the Oxford School Spelling, Punctuation and Grammar Dictionary. Some examples from this book and resources from Herts for Learning have been used within this pack.

Miss Bowler

Year 1

Regular plural noun suffixes (-s or -es)

If you are talking about just **one** item, this is **singular**.

If you are talking about **more than one**, it is **plural**.

To make most nouns plural, add **-s**

SINGULAR

PLURAL

dog	→	dogs
apple	→	apples
girl	→	girls
book	→	books

If the noun ends in **-s**, **-ss**, **-x**, **-sh** or **-ch**, add **-es**

SINGULAR

PLURAL

bus	→	buses
glass	→	glasses
fox	→	foxes
brush	→	brushes
watch	→	watches

If the noun ends in a consonant +y, change the
-y to **ie** and add **-s**

SINGULAR

PLURAL

baby	→	babies
family	→	families
body	→	bodies
berry	→	berries

Suffixes **-er** **-ing** **-ed**

Suffixes are groups of letters that can be added to the end of a root word. They have different meanings and help us to make new words.

In year 1, the children will be expected to add these suffixes to verbs where there is no change needed in the spelling of the root word e.g. help, walk & play

-er means a person or thing that does something

help → helper

-ing means it is happening now, or is continuing to happen

help → helping

-ed means it happened in the past (it has already happened)

help → helped

Prefix **un-**

Prefixes are groups of letters that can be added to the beginning of a root word. They help us to create new words with new meanings.

un – means 'not' or 'the opposite of.'

unwell = not well

unhappy = not happy

unkind = not kind

undo = to 'do the opposite' of tying up
(loosening)

Capital letters for names and I

Capital letters are used for names of people e.g. Mark Jackson

A capital letter is used for 'I'

My name is **A**lex and **I** like to play with my friends **E**mily and **T**om.

Capital letters at the start of sentences

Capital letters are also used to start new sentences:

My new toy is a yellow truck. **I** play with my friends Emily and Tom.

Full stops

A **full stop** is used to mark the end of a sentence.

My new toy is a yellow truck. I play with my friends Emily and Tom.

Question marks

A **question mark** is used at the end of a sentence to show that it is a question:

What is your name?

Do you like playing hide and seek?

Where are you?

Exclamation marks

An **exclamation mark** is used at the end of a sentence to show that it is an exclamation. An exclamation mark can be used to show that the sentence is about something surprising, that it is command, or to show happiness or anger.

What a lovely surprise!

How beautiful!

Sit down!

Super work!



The conjunction 'and'

A conjunction (previously referred to as a 'connective') links words, phrases or clauses together.

Fish **and** chips.

My teacher is nice **and** she reads me lovely stories.

My friends are Emily **and** Tom.

James kicked the football **and** scored a goal.

Homophones

Homophones are words that sound the same but have different meanings. They are introduced in key stage 1 and are covered in greater depth throughout key stage 2.



The **main** road
The lion has a **mane**



I have **one** sweet.
I **won** the race.

Year 2

Formation of nouns using suffixes (e.g. **-ness**, **-er** or by **compounding**)

Adjectives or **Verbs** can be changed into **Nouns** by adding suffixes (e.g. **-ness** or **-er**) to them.

kind	→	kind ness
weak	→	weak ness
sick	→	sick ness
sad	→	sad ness
dark	→	dark ness

walk	→	walk er
teach	→	teach er
clean	→	clean er
write	→	writ er
drive	→	driv er

Nouns can be formed by combining two words together. We call these **compound nouns**.

swimming + pool = **swimming pool**

white + board = **whiteboard**

super + man = **superman**

foot + ball = **football**

bus + stop = **bus stop**



Formation of adjectives using suffixes (e.g. **-ful** or **-less**)

Adjectives can be made by adding suffixes (e.g. **-full** or **-ness**) to root words:

-full means 'full of.'		
play	→	play ful
hope	→	hope ful
thank	→	thank ful
wonder	→	wonder ful
help	→	help ful

-less means 'not having' or 'without.'		
fear	→	fear less
hope	→	hope less
use	→	use less
care	→	care less

Using the suffixes **-er** and **-est** in adjectives

We can use the suffixes **-er** and **-est** in adjectives to help us compare and contrast two or more things. As adults, we refer to these as the **comparative** (**-er**) and the **superlative** (**-est**). When explaining this to children, we would say that these word endings help us to compare things.

adjective	comparative (-er)	superlative (-est)
long	long er	long est
small	small er	small est
fast	fast er	fast est

If the adjective ends in **-e**, just add **-r** or **-st**:

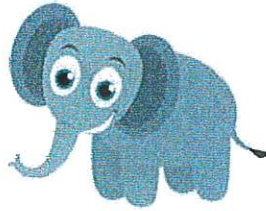
adjective	comparative (-er)	superlative (-est)
nice	nic er	nic est
wise	wis er	wis est

If the adjective has a short vowel sound and ends in a consonant, double the consonant:

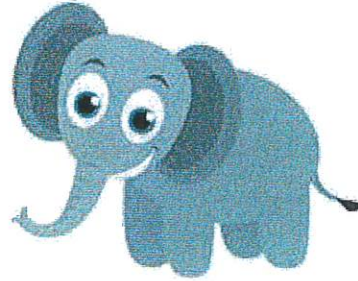
adjective	comparative (-er)	superlative (-est)
big	bigger	biggest
hot	hotter	hottest



big



bigger



biggest

If the adjective ends in a **consonant + -y**, change the **-y** to an **-i** before adding the suffix:

adjective	comparative (-er)	superlative (-est)
happy	happier	happiest
shiny	shinier	shiniest

Turning adjectives into adverbs using **-ly**

In year 2, the children are taught that we can use **adverbs** to give more information about verbs. They often tell us *how* the verb is 'done.'

sudden**ly**

strangely**ly**

nicely**ly**

silent**ly**

quick**ly**

carefull**ly**

slow**ly**

If the adjective ends in a **consonant + -y**, change the **-y** to an **-i** before adding the suffix:

adjective

adverb (-ly)

happy

happ**ily**

hungry

hungr**ily**

Expanded noun phrases

A **noun phrase** is a group of words that has a noun as its key word e.g.

The butterfly was fluttering in the air.



'the butterfly' is the **noun phrase**

An **expanded noun phrase** is one that has been expanded using an **adjective** e.g.

The blue butterfly was fluttering in the air.



The **adjective** 'blue' has expanded the noun



Statements, questions, exclamations and commands

A **statement** tells the reader something e.g.

The dog ran outside.

Some people like marmite.

I like apples.

A **question** is asking something. It can be answered and often begins with a **question word** e.g. **how, who, when, why, where, can, did, would, are, is** etc.

Where did the children go?

Are you coming with us?

A **command** (or instruction) usually has an **imperative verb** as the first word. These are often referred to as '**bossy verbs**' with the children e.g.

Put down the bowl.

Sit on the carpet.

Stir the mixture.

An **exclamation** sentence starts with either '**what**' or '**how**' and must be a full sentence (including a **verb**) e.g.

What a lovely day we had!

How beautifully she played!

Conjunctions

A conjunction (previously referred to as a 'connective') links words, phrases or clauses together. In year 2, the children are taught to use a wider range of conjunctions such as:

and or but

when if because that

e.g.

Humpty Dumpty was sitting on the old wall **when** a strong gust of wind knocked him off.

James went out to play **because** he finished his homework.

Elisa could have an apple, an orange **or** a banana.

Present and past tense

The children are introduced to selecting the correct tense and consistent use of the past and present tense in their writing:



The **past tense** is used when talking about things that have already happened.

He **played** football yesterday.

Emma **loved** Star Wars when she was younger.

The **present tense** is used when talking about something that is happening now, or continuing to happen.

He **plays** football.

Emma **loves** Star Wars.

Present and past progressive verbs

When learning about **tenses** in year 2, the children are taught about the past and the present tense. They will also discuss (but are not expected to learn) variations of these tenses e.g.

In the present tense, we would say

He **plays** football.

But if he is playing *now*, at this very moment, we would say

He **is playing** football.

This is referred to as the present progressive tense (also known as present continuous) and is used for something that is happening *now*, at this very moment or something that is continuing to happen.

In the past tense we would say

He **played** football yesterday.

But if he continued to play for a long time, or if something else happened while he was playing, we would say

He **was playing** football yesterday.

or

He fell over when he **was playing** football yesterday.



This is referred to as the past progressive tense (also known as past continuous) which is used to show something that was not finished when something else happened, or for something that continued to happen for a long time.

Commas to separate items in a list

A **comma** is used to separate items in a list.

Jason flew to Rome, Peru, Jamaica and India.

Bethany found a new, shiny pebble when she was on the beach.

Apostrophes

Apostrophes (') are used to mark where letters are missing in a spelling. We call this a contraction.

do + not = don't

The 'o' is missing

did + not = didn't

The 'o' is missing

it + is = it's

The 'i' is missing

we + are = we're

The 'a' is missing

Apostrophes are also used to show possession (that something belongs to someone or something). In year 2, the children learn about singular possession.

If the word does not end in -s, add 's

Tim's book

The book belongs to Tim.



If the word does end in -s, add ' after the s

Lois' ball

The ball belongs to Lois.



Year 3

Formation of nouns using a range of prefixes (e.g. **super-**, **anti-** & **auto-**). Examples of other prefixes can be found in year 5.

super- means above or beyond

supersize = very big

superhuman = having exceptional abilities

superman = a man with abilities greater than a normal man

anti- means against

antiseptic = stopping infection

antifreeze = stopping freezing

antisocial = not being 'social' or friendly

auto- means **self** (being done by itself)

automatic = done by itself

autobiography = a biography written by the person

Word families and root words

The children explore how word families are based on common words, showing how they are related in form and meaning

e.g. The root word 'solve'



solve → solution → solver → dissolve → insoluble

Adverbs, conjunctions and prepositions to express time, place and cause

Adverbs give more information about **verbs**, **adjectives** or even other **adverbs**. They tell us how or why something is done.

then next soon

These adverbs tell us about **time**

Kerrie played with her dolls **then** she started painting a picture.

Conjunctions link words, phrases or clauses to join two or more ideas together.

when before after while

These conjunctions help us to express **time**, telling us about when something happened.

Billy went outside **after** he had eaten.

Samantha brushed her teeth **before** bedtime.

so because

These conjunctions help us to express **cause**, telling us how or why something happened.

Mia was cold **so** she put her coat on.

Elliot put his wellies on **because** it was wet outside.

Prepositions go before a noun, pronoun or noun phrases and can tell us about cause, direction, place and time.

before after during in because of

Kerrie had to play inside with her toys **because of** the terrible weather.

In this sentence, 'because of' tells us that the terrible weather **caused** Kerrie to play inside.

Ethan fell quiet and stared at the tiger that stood **before** him.



In this sentence, 'before' tells us about position – the tiger was **before** Ethan.



Ethan had been playing with his football **before** he saw the tiger.

In this sentence, 'before' tells us about time. Ethan played football **before** he saw the tiger.

Correct use of articles: 'a' or 'an'

'a' and 'an' are **articles**. They are used to refer to something that hasn't already been mentioned. 'The' is also an **article**.

'a' is used if it comes before a word with a **consonant sound**

I can see **a** box.

This is **a** difficult job.

'an' is used if it comes before a word starting with a **vowel sound**

I can see **an** amazing box.

This is **an** extremely difficult job.

The present perfect form of verbs

In Year 3, the children begin to look at the **present perfect** form of verbs instead of the simple past.

e.g. Instead of just writing in the simple past tense, where the action is completed:

Emilia **went** out to play.



We could write in the present perfect form, where the action started in the past and is still continuing:

Emilia **has gone** out to play.

This suggests that Emilia went out to play with her friend **and** she *still is* out.

Text organisation

In Year 3, the children look at using **paragraphs** to group related material and **headings** and **sub-headings** to aid presentation e.g. in non-fiction writing.

e.g. In report writing, the children will consider the main sections of the report and write a paragraph (or more) for each section. These sections will be given sub-headings. An example of a section with a **sub-heading** is provided below:

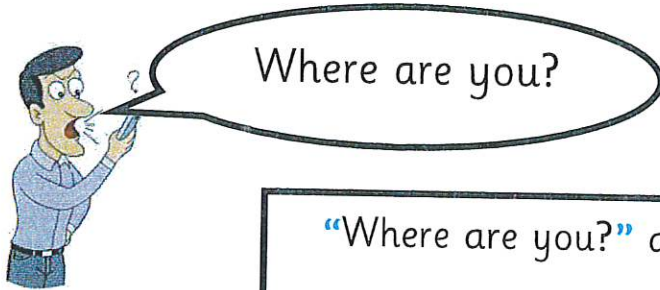
Eating Habits

Griffles are incredibly greedy animals. They often think about what to eat for tea while they are eating their lunch! A griffle can easily eat a supersize burger meal, an ice-cream with three scoops and three chocolate muffins before breakfast. Never approach a griffle when it is eating because it might think that you are trying to steal its food. It might bite you with its razor sharp teeth!

Inverted commas to punctuate direct speech

Direct speech (what a person says or is saying) requires punctuation using **inverted commas** (or 'speech marks'). **Inverted commas** look a little bit like a 66 and 99.

These go either side of what is being said. The text inside the **inverted commas** is exactly what is said.



"Where are you?" asked Mr Phillips

The children are encouraged to think about what is said, and who says it.

The children are also encouraged to use a wider range of **reporting verbs**, not just 'said.'



"Where are you?" asked Mr Phillips.

"I'm in the park," replied Jamie.

Year 4

The difference between plural and possessive -s

To indicate that there is **more than one** of the nouns, add **-s**

To indicate possession (that something belongs to someone or something), we add an **apostrophe** and **-s ('s)**

PLURAL	POSSESSIVE
dogs	dog's
girls	girl's
boys	boy's

The girls went to the library

The **-s** indicates that there was more than one girl

The girl's hat blew away.

The **'s** indicates that the hat belongs to the girl

That is its bowl.

'it' is the exception – we don't put an apostrophe for possession when saying that something belongs to it (its).

Standard English vs. Local spoken forms

When we speak, we sometimes use the locally-spoken (non-standard) forms of verbs. While we would never tell a child that these verb forms are “wrong,” at school, and when writing, the children are expected to use “**classroom English**” or **Standard English**.

Standard English can be thought of as the more formal form of English that doesn't include any slang or dialect.

e.g.

Locally spoken / non-standard English	Standard English / classroom English
We was	We were
I done	I did
They aint	They haven't
We could of	We could have

Noun phrases expanded by...

Modifying **Adjectives** and **Nouns**

A **noun phrase** is a group of words that has a noun as its key word e.g.

This butterfly is very common.



'this butterfly' is the **noun phrase**



This blue butterfly is a **beautiful creature** that is very common in England.



This **noun phrase** has been expanded by **adjectives** ('blue' & 'beautiful') and a **noun** ('creature').

Noun phrases expanded by...

Preposition phrases



The teacher smiled.

The strict maths teacher with curly hair smiled.



The **noun phrase** has also been expanded by the preposition phrase.

Fronted adverbials

Adverbs tell us how, when or where something is done. When you begin a sentence with an adverb or adverbial phrase, it is called a **fronted adverbial**. **Fronted adverbials** draw attention to the time, manner, frequency, purpose or place of an action.

You need to put a **comma** after the **fronted adverbial**:



Determiners

Determiners are used before a **noun** and tell you whether something is known or unknown. They also tell you 'which one?' 'how many?' or 'how much?'

e.g. **some** people **the** spoon **a** table **every** person **an** elephant
 my green top **our** dog

Pronouns and nouns

Pronouns can be used instead of **nouns** or **noun phrases**. They help us to avoid repetition in our writing and aid **cohesion**.

Subject	Object	Possessive Adjective	Possessive Pronoun	Reflexive Pronouns
I	me	my	mine	myself
you	you	your	yours	yourself
he/she	him/her	his/her	his/hers	himself/herself
we	us	our	ours	yourselves
you	you	your	yours	yourselves
they	them	their	theirs	themselves

For example:

Justine ran to the park and then **Justine** played with her friends.

In this sentence, the **noun** 'Justine' has been repeated. To avoid repetition, we could replace the noun with the **pronoun** 'she'

Justine ran to the park and then **she** played with her friends.

The butterfly is beautiful. **The butterfly** comes from South America and ...

In this sentence, the **noun phrase** has been repeated. To help the writing flow, the **pronoun** 'it' could be used instead of repeating 'the butterfly.'

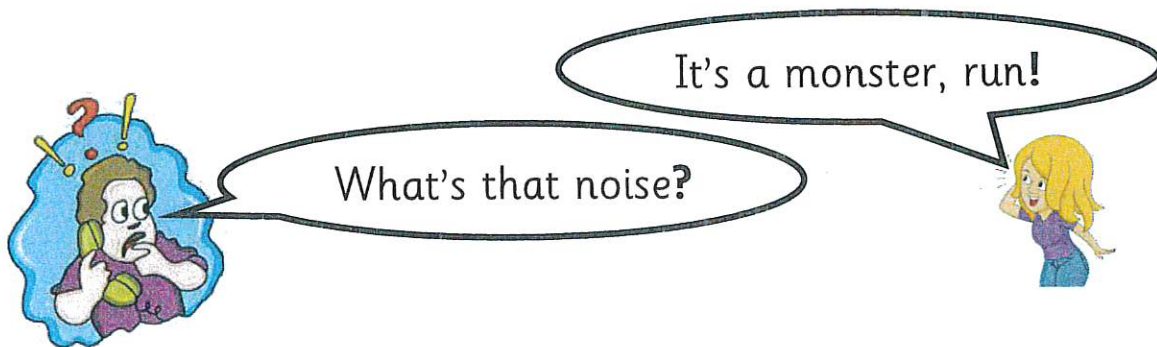
The butterfly is beautiful. **It** comes from South America and ...



Inverted commas and other punctuation to punctuate direct speech

Direct speech (what a person says or is saying) requires punctuation using **inverted commas** (or 'speech marks'). **Inverted commas** look a little bit like a 66 and 99. These go either side of what is being said. The text inside the **inverted commas** is exactly what is said.

The children are also encouraged to use a wider range of **reporting verbs**, not just 'said,' and to **punctuate the speech appropriately**. For example, with a **question mark** (if what is being said is a question), or an **exclamation mark** (if what is being said is an exclamation, is being shouted or is urgent).



"What's that noise?" asked Sam.

"It's a monster, run!" screamed Ella.

A **comma** is also needed to separate the **speech** from the **reporting clause**.

Reporting clause first:

Dad said, "Get your coat – we're going out."

Speech first – if a question mark or an exclamation mark are not needed at the end of the speech, a comma should be placed instead:

"But it's cold outside," grumbled Amy.

Apostrophes for plural possession

Apostrophes (') are used to show possession (that something belongs to someone or something). In year 4, the children move on from singular possession and begin to look at **plural possession** (something belonging to more than one person or object). Refer to year 2 for singular possession.

Singular possession:

The child's book

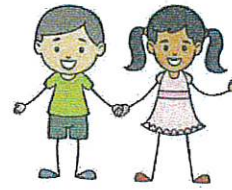


The book belongs to the child

Plural possession:

The plural of 'child' is 'children'

The children's book.



The book belongs to the children

Singular possession:

The dog's bowl

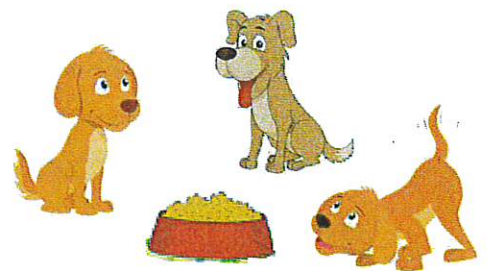


The bowl belongs to the dog.

Plural possession:

The plural of 'dog' is 'dogs'

The dogs' bowl



The one bowl belongs to the three dogs (or more than one).

Year 5

Converting nouns or adjectives into verbs using suffixes

Nouns and adjectives can be changed into verbs by adding a suffix. The suffixes are **-ate**, **-ify**, **-ise** and **-en**

e.g.

dark	→	dark en
------	---	----------------

The **adjective** 'dark' is changed into the **verb** 'darken' using the suffix **-en**

Other examples of nouns and adjectives being changed into verbs:

liquid	→	liquid ise
hard	→	hard en
false	→	fals ify
legal	→	legal ise
simple	→	simpl ify

motive	→	motiv ate
note	→	not ify
captive	→	captiv ate
light	→	light en
author	→	author ise

Verb prefixes e.g. **dis-** **de-** **mis-** **over-** & **re-**

Prefixes are groups of letters that can be added to the beginning of a root word. They help us to create new words with new meanings.

dis – means 'not'	e.g. dis honest or dis appear
de – means 'undoing' or 'taking away'	e.g. de -stress or de motivate
mis – means 'wrong'	e.g. mis behave or mis place
over – means 'excessive' or 'too much'	e.g. over use or over joyed
re – means 'again'	e.g. re use or re cycle

Different types of clause

A clause is a group of words that contains a **subject** (the noun or “thing” that is being talked about) and a **verb**.

Simple examples of clauses would be:

Example 1

The **boy** **ran**.

Example 2

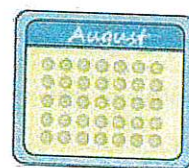
Even though **he** **liked** the rain

In year 5, the children are taught to identify and use different types of clauses within their writing. These skills are not only important for the development of writing and use of more complex sentences, but they enable the children to identify whether their writing is grammatically correct. You'll notice that the first example makes sense by itself and can stand alone as a sentence; we cannot put a full stop after the second example – the sentence is incomplete.

A **main clause** is a clause that makes sense by itself – it can stand alone as a sentence.

The snake slithered into the house.

Josh loved the school holidays.



A **subordinate clause** gives more meaning to a main clause, for example by giving more information (or detail) about it. A **subordinate clause** is not a complete sentence and does not make sense by itself – it must be ‘attached’ to a **main clause** to make sense.



After an hour of waiting for the mouse

Because he got to see his friends

A **subordinate clause** often starts with a subordinating conjunction such as:

after once before as although
because if since when where
while whereas until

The subordinate clause can go at the start or the end of the sentence:



The snake slithered into the house after an hour of waiting for the mouse.

After an hour of waiting for the mouse, the snake slithered into the house.

If the sentence starts with the **subordinate clause**, we place a comma between the two clauses.

Because he got to see his friends, Josh loved the school holidays.

Josh loved the school holidays because he got to see his friends.



A **subordinate clause** doesn't have to begin with a conjunction. Here are some more examples:

Watching the mouse carefully, the snake considered his options.

Having worked hard all year, Josh was rewarded with a holiday.

A **relative clause** gives more information about the thing being spoken about. It is a type of subordinate clause that begins with a **relative pronoun**:

that which who whom whose when where

e.g.

Justin ran for his life.



Justin, who had an irrational fear of dogs, ran for his life.

The **main clause** has been expanded using a **relative clause** to give more information about Justin. **Commas** have been used to separate the relative clause from the rest of the sentence.

In 1939, the Second World War began.



In 1939, when Ella was just eight years old, the Second World War began.

The **main clause** has been expanded using a **relative clause** to give more information about the year. **Commas** have been used to separate the relative clause from the rest of the sentence.



The sweets were delicious.

The sweets that George bought were delicious.

The **main clause** has been expanded using a **relative clause** to tell us that George bought the sweets. **Note** – commas are not used with the pronoun **that**.

Degrees of possibility

Modal verbs and **adverbials** can be used to indicate how likely something is to happen.

Modal verbs

He **might** go on holiday.

I **can** talk.

She **could** go outside.

You **must** listen.

I **may** do what you ask.

You **should** behave.

Adverbials

We are **definitely** next.

Perhaps he will share.

I'll **never** listen.

Well that's **unlikely**.

Surely we're next.

He's **likely** to be late.

Cohesion

In years 5 and 6, we begin to talk more about **cohesion**. We describe this as the way in which our writing “sticks together” and “flows nicely”. **Cohesion** can be achieved in different ways, for example through use of conjunctions and adverbials.

We look at different **cohesive devices** and explore how these can be used in our writing to link ideas across and within paragraphs – they are the glue that holds our writing together. A few examples:

Adverbials of place

far off

nearby

below

in the distance

Adverbials of time

soon

later that day

after a while

next

Adverbials of number

first

first of all

thirdly

Tense choice

He had seen her
before.

I will be back.

I have been
searching.

Parenthesis using brackets, dashes & commas

A **parenthesis** is a word or phrase that has been added to a sentence as an explanation or as an afterthought. **Brackets**, **dashes** or **commas** can be used to separate these words or phrases from the rest of the sentence.

In year 5 and 6, the children are taught to use these different types of punctuation and are encouraged to use a range of these in their writing.

Brackets



Griffles (**Latin name, 'Griffalis Gargantious'**), which are mostly found in the more rural areas of Hertfordshire, are very interesting

Local school teacher Nicola Nunes (**Arnett Hills, 28**) was in the area when the incident happened and reported that...



Dashes



Bethany turned around – **startled by the creaking door** – and saw the shadow.

The Common Blue – **scientific name: Polyommatus Icarus** – is a beautiful butterfly which is not as common as the name suggests.



Commas



William, **a tree surgeon from Salisbury**, is concerned for the welfare of his employees...

I looked down, **shading my eyes from the sun's glare**, and saw the monstrous whale passing beneath the boat.





Year 6

Formal vs. Informal vocabulary for speech

The children are taught to carefully select vocabulary suitable for purpose, for example when writing a letter to a member of the royal family vs. writing a letter to a friend.

Informal	Formal
ask for	request
find out	discover
go in	enter
ask	enquire
need	require

Synonyms and antonyms

Synonyms are words that mean **the same** (or nearly the same) as each other.

Antonyms are words that mean **the opposite** of each other.

The children are taught to expand their vocabulary and understand how words are related through their reading and spelling.

e.g.

Word	Synonym	Antonym
dark	dim	bright
hot	sweltering	cold
tasty	delicious	disgusting
fast	quick	slow
large	enormous	miniature
sleepy	tired	awake
angry	furios	delighted

The active and passive voice

We can choose to write in the **active** or **passive** voice depending on what we want the focus of the sentence to be. The **passive voice** focuses on the **action** (verb) of the sentence, whereas the **active voice** focuses on the **subject** (the person or thing doing the action).

The **passive voice** can be used when we don't need to know who or what is doing the action. It can also be used for dramatic effect or when the writer doesn't want the reader to feel responsibility.

e.g.



Active

The policeman must catch the robber.

In the **active voice**, the focus is on the **subject** (the policeman) – he must catch the robber.

Passive

The robber must be caught.



In the **passive voice**, the focus is on the **action** (catching the robber), not who should catch him (although this can be included after).

Some more examples:

Active voice	Passive voice
Bethany threw a stone and broke the window.	A stone was thrown and the window was broken (by Bethany).
The monster opened the door.	The door was opened (by the monster).
You must solve the mystery of the missing money.	The mystery of the missing money must be solved.

The subjunctive

The **subjunctive** isn't commonly used in everyday English. In year 6, the children are taught to identify and use the subjunctive where it is appropriate within their writing – *it is **not** a main focus in the year 6 English curriculum.*

The **subjunctive** is most commonly used with formal verbs and expressions, and can be thought of as a way of “speaking formally – as if one **were** a member of the royal family.”

Formal verbs

demand
suggest
require
propose

Formal expressions

desirable
necessary
essential
vital



An easy way of thinking of the **subjunctive** is to imagine how the Queen would say it (more formally than we may do).

e.g.

If I was going to suggest one thing, it would be to study maths for A-level.

Subjunctive:

If I **were** to suggest one thing, it would be to study maths for A-level.

If you get a puppy for Christmas, I'd be very surprised

Subjunctive:

If you **were** to get a puppy for Christmas, I'd be very surprised.

Subjunctive:

The Queen has demanded that all children should be taught the national anthem.

The Queen demands **that** all children **be** taught the national anthem.

Use of colons and semi-colons

Use of a wide-range of punctuation is expected in year 6. Throughout the year, the children are taught and encouraged to use **colons** and **semi-colons** appropriately within their writing.

Colons to introduce a list

A **colon** can be used to introduce a list.

e.g.

To do this you will need: tape, a ruler, scissors and card.

You have a choice of four colours: yellow, blue, pink or white.

Colons to introduce an explanation

A **colon** can also be used to introduce an explanation or an example. The explanation or examples follow the colon.

e.g.

I've always been scared of cats: one scratched me when I was just a boy.



Here, the colon introduces an explanation – it is explained why the person has always been scared of cats.

Griffles have three sharp claws: they use them to hunt and fend off predators.

Here, the colon introduces an explanation – it explains that griffles have three claws and what they use them for.

Semi-colons & dashes to separate two main clauses

A **semi-colon** can be used to separate two **main clauses** (they make sense as sentences by themselves) that are equally important or closely related.

e.g.

I have a busy day tomorrow; I won't stay out late.

The **main clauses** not only make sense by themselves, but they are closely related – the speaker isn't going to stay out late because of the busy day ahead.

More examples:

It's raining; I'm fed up.

Latin is a tricky subject; maths is easy.

A **dash** can also be used in this way (**usually in informal writing**)

It's raining – I'm fed up.

Latin is a tricky subject – maths is easy.

Semi-colons to separate longer phrases in a list

A **semi-colon** can also be used to separate items in a list. We would use a **semi-colon** instead of a comma when the list is more detailed and/or when other punctuation is needed.

e.g.

To make the cake, you will need: a bunch of large, green bananas; 200g of unsalted butter, cut into chunks; chocolate sprinkles (white and milk chocolate); 250g of plain flour; and 3 free-range eggs.



Without the semi-colons, it would be very easy to misread the list. The **semi-colons** clearly separate the five parts of the list (bananas, butter, sprinkles, flour and eggs).

Using hyphens and commas to avoid ambiguity

Through spelling work, the children are taught how **hyphens** help us to avoid **ambiguity** in our writing (and how these are different to **dashes**). If something is **ambiguous**, it could have more than one meaning.

e.g.

Look out for the man eating shark

The first example, we might think that we are being told to look out for a man who is eating shark.



Look out for the man-eating shark

In this example, we are told to look for a shark who eats men. The **hyphen** helps to make the difference clear.

Other examples:

left-handed

well-earned

baby-faced

Commas also play a vital role in avoiding **ambiguity**.

"Let's eat grandma."

In the first example, it could be interpreted that the person wants to eat their grandma.

"Let's eat, grandma."



In this example, the **comma** makes it clear that the person is speaking to grandma, saying, "Let's eat."

Glossary

Most terminology is defined within the pack. Here are the definitions of those terms which may not be described in as much detail:

Adjective – a word that describes nouns e.g. **small**, **beautiful** or **yellow**.

Adverb – an adverb can tell us more about a verb, e.g. 'how...?' or 'in what way?' Adverbs can tell us more about verbs, adjectives and adverbs.

e.g. Telling us more about the verb 'listen': You should listen **carefully** to what I have to tell you.

Telling us more about the adjective 'pretty': That dress is **really** pretty.

Telling us more about the adverb 'slowly': He talked **very** slowly.

Article – articles are specific determiners (see year 4). The articles are: **a**, **an** & **the**. 'a' and 'an' are used to refer to something that hasn't already been mentioned. 'The' is used to refer to something that has already been mentioned.

Clause – a clause is a group of words that contains a subject (the noun or "thing" that is being talked about) and a verb. Some make sense and can stand alone as sentences (main clauses), others cannot (subordinate clauses) e.g. **The boy ran.** (main) or **Although my teacher gives me homework** (subordinate).

Noun – a person, place or thing. There are different types of noun e.g. concrete' (something physically seen or touched e.g. **table**), 'abstract' (something that can't be seen or touched e.g. **love** or **happiness**), 'proper' (a specific place or organisation e.g. **Italy** or Arnett Hills School) and 'common' (nouns that are not proper nouns e.g. **boy**)

Object – the object of a verb (or sentence) is often the noun that comes after the verb e.g. the boy ran to **the shops**.

Phrase – a phrase is a group of words that has a noun as a key word. It isn't quite a clause and can't stand alone as a sentence e.g. **The boy** or **My teacher**

Subject – the subject of a verb (or sentence) is often the person or thing who is *doing* the action e.g. The **boy** ran to the shops.

Verb – a verb can identify an action or a feeling, we sometimes think of them as 'action words' e.g. **wondered**, **ran**, **ate** or **loved**.