

Summary of Grammatical Terms, Word Classes and Features of Sentences

NOUNS	
Term	Definition
Noun	A noun is a 'naming' word: a word used for naming an animal, a person, a place or a thing.
Proper noun	This is a noun used to name particular people and places: <i>Jim, Betty, London...</i> - and some 'times': <i>Monday, April, Easter...</i> It always begins with a capital letter.
Common noun	A common noun is a noun that is used to name everyday things: <i>cars, toothbrushes, trees,...</i> - and kinds of people: <i>man, woman, child, school ...</i>
Collective noun	This is a noun that describes a group or collection of people or things: <i>army, bunch, team, swarm, gaggle...</i>
Abstract noun	An abstract noun describes things that cannot actually be seen, heard, smelt, touched or tasted: <i>sleep, honesty, boredom, freedom, power, shame, pride ...</i>
Noun phrases: simple expanded	A noun phrase is a noun - and any other words that go with it - that helps explain more about the noun. Noun phrases can be simple or expanded. Noun phrases DO NOT contain a verb. Examples: <u>friendly dog</u> <i>is chewing a bone</i> (simple noun phrase - only <i>1 adjective</i> describing the noun 'dog') <u>terrifying, unfriendly and dangerous dog</u> <i>is chewing a bone</i> (expanded noun phrase - <i>more than 1 adjective</i> describing the noun 'dog') <u>history book</u> <i>on the shelf</i> (simple noun phrase) <u>that non-fiction book about the Egyptians</u> <i>is behind the atlases</i> (expanded noun phrase)
ADJECTIVES	
Term	Definition
Adjective	An adjective is a 'describing' word: it is a word used to describe (or tell you more about) a noun. <u>Example:</u> The burglar was wearing a black jacket, a furry hat and a large mask over his face. (The words in bold - adjectives - tell us more about the noun that follows) An adjective usually comes before a noun but sometimes it can be separated from its noun and come afterwards (e.g.: Ben looked frightened; the dog was very fierce)

Interrogative ('asking') adjectives	E.g.: What? Which? ... They are used to ask questions about a noun. <u>Example:</u> Which hat do you prefer?
Possessive adjectives	E.g.: my, our, their, his, your ... Possessive adjectives show ownership. <u>Example:</u> Sue never brushes her hair.
Adjectives of number or quantity	E.g. much, more, most, little, some, any, enough ... These answer the question: How much? <u>Examples:</u> She invited five friends for breakfast. She did not have any food left.
Demonstrative ('pointing-out') adjectives	E.g.: this, that, these, those... Demonstrative adjectives answer the question: Which? <u>Examples:</u> Those apples and these pears are bad. That man stole this handbag.
VERBS	
Term	Definition
Verb	A verb is a word, or a group of words, which tells you what a person or a thing is doing. It is often called a 'doing' or 'action' word: e.g. <i>running, eating, sitting</i> All sentences have a subject and a verb. The subject is the person or the thing doing the action: <u>Example:</u> Cats purr (Cats is the subject and purr is the verb) The subject (cat) and the verb (purr) in a sentence must agree; singular or plural subject-verb. E.g. Cats <u>purr</u> when they are happy. <u>A cat purrs</u> when it is happy.
Auxiliary verb	A verb is often made up of more than one word. The actual verb-word is helped out by parts of the special verbs: the verb to be and the verb to have . These 'helping' verbs are called auxiliary verbs and can help us to form tenses. Auxiliary verbs for 'to be' include: am, are, is, was, were, Auxiliary verbs for 'to have' include: have, had, hasn't, has, will have, will not have. <u>Examples:</u> I <i>have</i> arrived ('arrived' is the main verb and 'have' is the auxiliary verb) We <i>are</i> waiting ('waiting' is the main verb and 'are' is the auxiliary verb)
State verbs	The verb 'to be' and verb 'to have' can also act as the only verb in a sentence when there is no action verb present E.g. Sally is really silly. She has a funny laugh.

Modal verbs	A modal verb is placed before the main verb and it indicates certainty OR possibility. Modal verbs are: <i>will, would, can, could, shall, should, may, might, must, ought to</i> <u>Examples:</u> Tina <u>will do</u> her homework tonight. (certainty) Andrew <u>might come</u> to my party. (possibility) Modal verbs have a positive and a negative form E.g.: I <i>can</i> swim (positive) I <i>can't</i> swim (negative)
ADVERBS	
Term	Definition
Adverb	An adverb tells you more about the verb (it 'adds' to the verb). It nearly always answers the questions: How? When? Where? or Why? Most - but not all - adverbs in English end in <i>-ly</i> and come from adjectives: <u>E.g. soft - <i>softly</i>; slow - <i>slowly</i>.</u> <u>REMEMBER:</u> to help find the adverb in a sentence always look for the verb first.
Adverb or Adjective?	Some words can be either adverbs or adjectives depending on what they do in a sentence, e.g. <i>fast, hard, late</i> If they answer the questions: How? When? Where? or Why? - they are adverbs. If they answer the question: "What is it like?" - they are adjectives, and will be telling you more about a specific noun. <u>Examples:</u> <i>Life is hard. (adjective - describes noun 'life')</i> <i>Kim works hard. (adverb - describes how Kim works)</i> <i>The train arrived early. (adverb - describes when train arrived)</i> <i>I took an early train. (adjective - describes noun 'train')</i>
Fronted Adverbial	A fronted adverbial is a word OR a phrase that goes at the beginning of a sentence. It describes the verb in the sentence. It clarifies <u>when, where or how</u> action occurs. Fronted adverbials are always followed by a comma. If they are removed from a sentence, the sentence will still make sense. <u>Examples:</u> <i>In the winter, some animals hibernate. (when)</i> <i>At the end of the rainbow, I found a pot of gold. (where)</i> <i>Gently, the dentist removed my tooth. (how)</i>

PRONOUNS	
Term	Definition
Pronoun	Sometimes you refer to a person or a thing not by its actual name, but by another word which stands for it. The word you use to stand for a noun is called a pronoun (which means 'for a noun'). We use pronouns so that we do not have to repeat the same nouns over and over again. Have a look at the following sentence: When Barnaby stroked the cat and listened to the cat purring softly, Barnaby felt calm and peaceful. Compare it with the same sentence where some of the nouns have been replaced by pronouns: When Barnaby stroked the cat and listened to it purring softly, he felt calm and peaceful.
Singular pronouns	Singular pronouns are used to refer to ONLY one person or thing (pronouns can be personal or possessive or compound). E.g.: <i>I, you, me, he, she, it, you, him, her, mine, yours, his, hers, its</i>
Plural pronouns	Plural pronouns are used to refer to MORE THAN one person or thing (pronouns can be personal or possessive or compound). E.g.: <i>we, they, us, them, ours, yours, theirs</i>
Possessive pronouns	Possessive pronouns replace the noun and are used to indicate ownership (possession). E.g.: <i>my, mine, his, hers, its, yours, ours, theirs</i> <u>REMEMBER:</u> <i>possessive pronouns have an 's' and determiners don't e.g. yours vs. your</i>
Compound pronouns	Compound pronouns are made up of a personal pronoun + self (singular) or + selves (plural) E.g.: <i>myself, yourself, himself, herself, itself</i> <i>ourselves, yourselves, themselves</i>
Relative pronouns	Relative pronouns replace the noun and relate to the subject used earlier in the sentence. E.g.: <i>who, whom, whose, which, where, that</i> Remember, who and whose are used to refer to people and other relative pronouns (which, that, where) refer to objects and places. <u>Examples:</u> The policeman, who found my stolen wallet, is now my hero. The path that winds through the forest is spooky. <u>REMEMBER:</u> <i>relative pronouns are used in relative clauses.</i> E.g. The policeman, who found my stolen wallet, is now my hero. The path that winds through the forest is spooky. <i>The relative clauses in the sentences above are shown in bold.</i>

Other WORD CLASSES and Grammatical Terms	
Term	Definition
Prepositions	Prepositions are words which show the relationship of one thing to another. There are prepositions to indicate <u>time</u> <i>e.g. during</i> and also to show <u>place</u> <i>e.g. underneath</i>. <u>Examples:</u> Tom jumped over the cat. The monkey is in the tree. Prepositions tell you where one thing is in relation to something else. Other examples of prepositions include: <i>up, across, into, past, under, below, above ...</i>
Determiner	Determiners include many of the most frequent English words, <i>e.g. the, a, my, this</i>. Determiners are <u>used with nouns</u> (<i>this</i> book, <i>my</i> best friend, <i>a</i> new car) and they limit (i.e. determine) the reference of the noun in some way. <u>Determiners include:</u> articles <i>a / an</i> (indefinite article), <i>the</i> (definite article) demonstratives <i>this / that, these / those</i> possessives <i>my / your / his / her / its / our / their</i> REMEMBER: <i>determiners don't have an 's' but possessive pronouns do e.g. your vs. yours</i> quantifiers <i>some, any, no, many, much, few, little, both, all, either, neither, each, every, enough</i> numbers <i>three, fifty, three thousand etc.</i> some question words <i>which (which car?), what (what size?), whose (whose coat?)</i>
Co-ordinating Conjunctions (FANBOYS)	Conjunctions join together words, phrases, clauses and sentences. They help us to create compound and complex sentences by joining two main clauses together. These coordinating conjunctions provide balance within a sentence, rather than opening sentences. E.g.: <u>She went to the shops. She bought a box of chocolates.</u> We can use a conjunction to join these sentences together: <u>She went to the shops and bought a box of chocolates.</u> For And Nor But Or Yet So
Subordinating Conjunctions	Subordinating conjunctions link a main (independent) clause with a subordinate (dependent) clause (a clause which does not make sense on its own - it sounds silly on its own). <u>Example:</u> When we got home, we were hungry. We were hungry because we hadn't eaten all day. Other subordinating conjunctions include: <i>if, while, after, until, before, although...</i> REMEMBER: <i>if a conjunction is not a FANBOY then must be a subordinating conjunction.</i>

Article	The article is a type of determiner and is always used with - and gives information about - a noun. There are ONLY 3 articles: <i>a</i>, <i>an</i> and <i>the</i> Examples: <i>the</i> chair; <i>a</i> table; <i>an</i> elephant *There is sometimes confusion about whether to use <i>a</i> or <i>an</i>. The sound of a word's first letter helps us to know which to use: If a word begins with a vowel sound, you should use <i>an</i>; if a word begins with a consonant sound, you should use <i>a</i>. <i>Vowels are: a, e, i, o, u.</i>
Features and types of SENTENCE	
Term	Definition
Sentence	A group of words that contain a subject and a verb. A clause can be called a sentence because it contains a verb. A phrase is not because it has no verb. Sentences can be simple (1 clause), compound (more than 1 piece of information) or complex (more than 1 clause). e.g. Adam likes football. (simple) <i>Adam - subject</i> Adam likes football <u>but</u> not hockey. (compound) <i>likes - verb</i> <i>object - football</i> Adam likes playing football <u>so</u> he can avoid his homework. (complex)
Declarative sentence (statement of fact/opinion)	These are sentences <u>which state facts or opinions</u>. They are punctuated using a full-stop. e.g.: It is raining. (fact) The butter is in the fridge. (fact) Trains are an expensive way to travel. (opinion) Dogs are the best pets. (opinion)
Interrogative sentence (question)	Interrogative sentences (questions) are sentences <u>which ask for an answer</u>. They must be punctuated using a ? at the end. e.g.: Are you hot? Where is the butter?
Imperative sentence (command)	These are sentences <u>which give orders or requests</u>. They include an imperative ('bossy') verb. They are punctuated EITHER with a full-stop OR an ! e.g.: Play the movie. Give me a dinosaur for my birthday!
Exclamatory sentence (exclamation)	Exclamatory sentences (exclamations) are sentences <u>which express a strong feeling of emotion and/or opinion</u>. They are punctuated with EITHER a full-stop OR an ! e.g.: My goodness, it's hot! I absolutely love this movie.

Clauses: - Main - Subordinate - Relative	A clause is a group of words which <u>does</u> contain a verb (action verb and/or state of being verb); it is part of a sentence. There are two kinds of clauses: A main clause (<u>m</u>akes sense on its own) e.g.: Sue bought a new dress. A subordinate clause (does not make sense on its own (<u>s</u>ounds silly); it depends on the main clause for its meaning) E.g.: Sue bought a new dress <i>when she went shopping</i>. *'when she went shopping' is the <u>subordinate</u> clause as it would not make <u>s</u>ense without the main clause - it <u>s</u>ounds <u>s</u>illy on its own. A relative clause is a type of subordinate clause that uses a relative pronoun and adds detail after the noun. E.g.: Sue, <i>who had been invited to a party</i>, bought herself a new dress. **'who had been invited to a party' is the relative clause ('who' refers to Sue - the subject) and is still a subordinate clause as it still does not make sense without the main clause. E.g.: This is the book <i>which we are reading in class</i>. ** 'which we are reading in class' is the relative clause ('which' refers to the book)
Phrase	A phrase is a group of words which does not make complete sense on its own and <u>does not</u> contain a verb; it is not a complete sentence. E.g.: up the mountain during the holidays that talented sportsman an enormous pile of rubbish
Active and Passive Voice	<u>Active voice:</u> Subject - Verb - Object. Subject is performing the action in the sentence. E.g. <i>Humans are destroying the rainforests.</i> (humans - the subject, are destroying - verb, rainforests - object) <u>Passive voice:</u> Object - Verb - Subject. Object is having the action done to it. The passive voice is often used when what is happening is more important than who is doing it, to add mystery/suspense, in factual reports such as news reports, crime reports, science reports and legal documents. E.g. <i>The rainforests are being destroyed by humans.</i> (rainforests - the object, being destroyed by - verb, humans - subject) The subject can also be removed altogether from a sentence in the passive voice E.g. <i>The rainforests are being destroyed.</i>

VERB TENSES

Definition	Example
Present Tense Can be simple present or present progressive (continuous) or present perfect tense. The progressive and perfect tense need an auxiliary verb to 'help'. Look at the auxiliary verb (to be, to have) to help identify tenses that are not simple.	<u>Simple present tense:</u> The action is happening now and takes only a moment. E.g. The cat <u>licks</u> its paws. The cats <u>lick</u> their paws. <u>Present progressive tense:</u> The action is happening now and is ongoing. E.g. The cat <u>is licking</u> its paws. The cats <u>are licking</u> their paws. <u>Present perfect tense:</u> Action is taking place before a certain moment in time. E.g. The cat <u>has licked</u> two of its paws so far. (has = present tense)
Past Tense Can be simple past tense or past progressive (continuous) or past perfect tense. The progressive and perfect tense need an auxiliary verb to 'help'. Look at the auxiliary verb (to be, to have) to help identify tenses that are not simple.	<u>Simple past tense:</u> The action has already happened. Past tense verbs usually end in -ed. Not all though - as some are irregular e.g. eat/ate, take/took. Action took only a moment. E.g. The cat <u>licked</u> its paws. The cats <u>licked</u> their paws. <u>Past progressive tense:</u> Action was on-going. E.g. The cat <u>was licking</u> its paws. The cats <u>were licking</u> their paws. <u>Past perfect tense:</u> Action was taking place before a certain moment in time. E.g. The cat <u>had licked</u> its paws by teatime. (had = past tense)
Future Tense Can be simple future or progressive (continuous) future or future perfect tense. The progressive and perfect tense need an auxiliary or modal verb (will) to help. Look at the auxiliary verb (to be, to have) to help identify tenses that are not simple.	<u>Simple future tense:</u> The action has not yet happened. E.g. The cat <u>will lick</u> its paws. <u>Future progressive tense:</u> The action will be happening in the future. E.g. The cat <u>will be licking</u> its paws. <u>Future perfect tense:</u> Action will be taking place before a certain moment in time. E.g. The cat <u>will have licked</u> its paws by teatime. (will = future tense)

Subjunctive Mood This is no longer used very often in English and has been replaced by modal verbs such as <i>could, should</i>. So, it may sound strange or old-fashioned.	Used to express things that could or should happen. It is used to express wishes, hopes, commands, demands or suggestions. The final 's' is removed from verbs that are in the subjunctive mood. Look out for 'I were' and 'they be' when spotting the subjunctive mood. E.g. <i>If I were you I'd accept.</i> <i>I suggested that he face up to the bully.</i> <i>It is vital that she attend the meeting.</i> <i>I wish I were able to fly.</i> <i>I suggest you take a rain coat with you.</i> <i>I demand that they be counted again!</i>
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Summary of VOCABULARY and/or SPELLING Strategies

Definition	Example
Synonyms These are words that have a similar meaning to another word. We use synonyms to make our writing more interesting.	<u>Synonyms for:</u> Bad - awful, terrible, horrible Happy - content, joyful, pleased Look - watch, stare, glaze Walk - stroll, crawl, tread Said - explained, whispered, shouted, cried
Antonyms These are words with the opposite meaning to another word.	The antonym of <u>up</u> is <u>down</u> The antonym of <u>tall</u> is <u>short</u> The antonym of <u>add</u> is <u>subtract</u>
Word groups/ families These are groups of words that have a common feature or pattern - they have some of the same combinations of letters in them and a similar sound.	at, cat, hat, and fat are a family of words with the "at" sound and letter combination in common. bike, hike, like, spike and strike are a family of words with the "ike" sound and letter combination in common. blame, came, fame, flame and game are a family of words with the "ame" sound and letter combination in common.
Prefix Prefixes are added to the beginning of an existing word in order to create a new word with a different (often opposite) meaning.	Adding 'un' to important - unimportant Adding 'dis' to appear - disappear Adding 're' to try - retry Adding 'mis' to understand - misunderstand Adding 'il' to legal - illegal

Suffix Suffixes are added to the end of an existing word to create a new word with a different meaning.	Adding 'ish' to child - childish Suffixes can be added to verbs to turn them into adjectives. E.g.: 'to like' (verb) becomes 'likeable' (adjective) Adding 'ion' to act - action Adding 'ment' to enjoy - enjoyment Adding 'less' to count - countless Adding 'ful' to care - careful Suffixes can be added to nouns to turn them into adjectives. E.g.: 'imagination' (noun) becomes 'imaginative' (adjective) Adding 'ful' to a 'colour' - colourful Adding 'y' to a 'mess' - messy Adding 'est' to a 'cold' - coldest
Root words Root words are words that have a meaning of their own but can be added to either with a prefix (before the root) or a suffix (after the root) to change the meaning of the word. Root words can often be helpful in finding out what a word means or where it is 'derived' (comes) from.	<u>help</u> is a root word It can grow into: <u>helps</u> <u>helpful</u> <u>helped</u> <u>helping</u> <u>helpless</u> <u>unhelpful</u>
Singular A singular noun names one person, place or thing (a single item).	One bike One mango One dress One fly One turkey One half
Plural More than one person, place or thing.	<i>Most nouns are made into plurals by adding -s:</i> e.g. Three bikes<u>s</u> <i>Some nouns ending in -o are made into plurals by adding -es:</i> e.g. Two mango<u>es</u> <i>Most nouns ending in hissing, shushing or buzzing sounds are made into plurals by adding -es:</i> e.g. Ten dress<u>es</u> <i>For words ending in a vowel and then -y, just add -s:</i> e.g. Eight turk<u>ey</u>s <i>For words ending in a consonant and then -y, change -y to -i and add -es:</i> e.g. Five fl<u>ies</u> <i>Most nouns ending in -f or -fe change to -ves in the plural:</i> e.g. Six halv<u>es</u>

Summary of PUNCTUATION

Definition	Example
Capital letter A, B, C... Used to denote (mark) the beginning of a sentence or a proper noun (names of particular places, things and people).	Joel has karate training every <u>M</u>onday afternoon at <u>H</u>ardwick <u>P</u>rimary <u>S</u>chool. <u>I</u>n <u>J</u>anuary, the children will be visiting <u>L</u>ondon <u>Z</u>oo. <i><u>REMEMBER:</u> a proper noun is special - not just any old common noun E.g. school, doctor, bear, hospital = ordinary common nouns so no capital letter is used Hardwick School, Doctor Adams, Polar Bear, Addenbrooks Hospital these = specific schools, doctors etc. (proper nouns) and so do need capital letters</i>
Full stop . Placed at the end of a sentence that is <u>not</u> a question or statement. NEVER use a full stop with ? or with !	Terry Pratchett's latest book is not yet out in paperback. I asked her whether she could tell me the way to Brighton.
Question mark ? Indicates a question/disbelief. Questions MUST end with ?	Who else will be there? Is this really little Thomas?
Exclamation mark ! Indicates (shows) an interjection/surprise/strong emotion	What a triumph! I've just about had enough! Wonderful!
Inverted commas " " or ' ' Punctuation marks used in pairs (" ") to indicate: - direct speech - quotes (evidence) 'Inverted commas' used in pairs (' ') to indicate: - words that are defined - words that follow certain phrases - words that have special meaning - sometimes to indicate irony or a pun	<u>For direct speech:</u> Janet asked, "Why can't we go today?" <u>For quotes:</u> The man claimed that he was "shocked to hear the news". <u>For words that are defined, that follow certain phrases or that have special meaning:</u> 'Buch' is German for book. The book was signed 'Terry Pratchett'. The 'free gift' actually cost us forty pounds.

Apostrophes Used to show that letters have been left out (contractions) or to show possession (i.e. 'belonging to')	<u>Contractions (missing letters/omission):</u> E.g.: <i>Is not = isn't Does not = doesn't I am = I'm</i> <i>shall not = shan't cannot = can't will not = won't</i> <u>Showing Possession: (ownership)</u> <i>With nouns (plural and singular) not ending in an s add 's:</i> the girl's jacket (jacket belongs to the girl) the children's books (books belong to the children) <u>REMEMBER:</u> look for what the apostrophe 'hook' is attached to because if nothing then the apostrophe is not needed e.g. girls playing football (playing is a verb and not attached to girls), so no apostrophe 'hook' is needed) to attach 'playing' to 'girls' <u>With plural nouns ending in an s, add only the apostrophe:</u> the guards' duties (duties belong to the guards) the Jones' house (house belongs to the Jones family) <u>Possessive apostrophes for irregular plural nouns can be tricky:</u> men's (men is already plural so just add the 's NOT mens' or mens's) women's, children's, mice's, sheep's <u>With singular nouns ending in an s, you can add EITHER 's OR an apostrophe alone:</u> the witness's lie or the witness' lie (be consistent) <u>REMEMBER</u> simple plurals NEVER need an apostrophe unless something belongs to them E.g. The <u>horses are</u> in their field. ('are' does not belong to the horses) The <u>horses' field</u> is very muddy. ('field' does belong to the horses) <u>REMEMBER</u> 'its' is irregular and so NEVER has an apostrophe except for contraction 'it is' = 'it's'. When showing possession, 'its' is just 'its'. E.g. The horse is muddy and <u>its tail</u> is all tangled. ('tail' does belong to the horse but no apostrophe is used to show this because 'its' is irregular).
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Commas in a list Used between a list of 3 or more words to avoid over-using <i>and</i> but never use a comma before <i>and</i> or before the last item in a list.	Jenny's favourite subjects are maths, literacy and art. Joe, Evan and Mike were chosen to sing at the service. The giant had a large head, hairy ears and two big, beady eyes.
Commas to mark phrases or clauses	<u>To indicate contrast:</u> The snake was brown, <i>not green</i>, and it was quite small. <u>Where the phrase (embedded clause) could be in brackets:</u> The recipe, which we hadn't tried before, is very easy to follow. <u>Where the phrase adds relevant information:</u> Mr Hardy, aged 68, ran his first marathon last year. <u>To mark a subordinate clause:</u> If at first you don't succeed, try again. Though the snake was small, I still feared for my life. <u>Introductory or opening phrases:</u> In general, sixty-eight is quite old to run a marathon. On the whole, snakes only attack when riled. <u>Conjunctive verbs:</u> Unfortunately, the bear was already in a bad mood and, furthermore, pink wasn't its colour.
Commas that make meaning clear (that can save lives!)	Where exactly a comma is placed in a sentence can change its meaning, so be careful your meaning is very clear e.g. Let's eat grandpa. (Grandpa is going <u>to be eaten</u>!) Let's eat, grandpa. (You are going <u>to eat with</u> grandpa)
Brackets (also known as parentheses) Used for additional information or explanation. Can be used instead of commas or dashes to mark an embedded phrase.	<u>To clarify information:</u> Jamie's bike was red (bright red) with a yellow stripe. <u>For asides and comments:</u> The bear was pink (I kid you not). <u>To give extra details:</u> His first book (The Colour Of Magic) was written in 1989.

Ellipsis . . . Used to indicate a pause in speech or at the very end of a sentence so that words trail off into silence (this helps to create suspense). Can also be used to indicate missing words when only summarising information for reference is needed.	<u><i>A pause in speech:</i></u> "The sight was awesome. . .truly amazing." <u><i>At end of a sentence to create suspense:</i></u> Mr Daily gritted his teeth, gripped the scalpel tightly in his right hand and slowly advanced... <u><i>To indicate missing words:</i></u> Overall, Gandhi is remembered for... and every year in India a national holiday is enjoyed by everyone.
Dash Can be used alone or as a pair. Used to show interruption (often in dialogue) or to show repetition. Used the in the same way as brackets or commas to show additional information. Used to show additional detail to the end of a sentence (afterthought or suspense) instead of ellipsis.	<u><i>To show interruption:</i></u> "The girl is my - " "Sister," interrupted Miles, "She looks just like you." <u><i>To show repetition:</i></u> "You-you monster!" cried the frightened woman. "St-st-stop!" stammered the boy. <u><i>To show additional information:</i></u> When we arrive - if we ever do - I am jumping straight in the pool! <u><i>To show additional detail to a sentence (afterthought):</i></u> I'll clean my room - when pigs start to fly! <u><i>To add additional detail to a sentence (suspense):</i></u> As the door creaked open Ali peered inside - nothing.
Hyphen Looks like a dash but is NOT the same. Hyphens are used to make compound words and can also be used to avoid ambiguity (confusion) in meaning.	<u><i>As compound adjectives (adjective-adjective):</i></u> <i>well-meaning, pig-headed, tight-fisted, sixty-year-old, sure-footed</i> <i>hair-raising, green-eyed, rock-bottom</i> <u><i>To clarify meaning:</i></u> Man eating shark (man eating a shark) Man-eating shark (a shark that likes to eat men) An extra large pizza for me please (more than one large pizza) An extra-large pizza for me please (a very large single pizza)

Colons Used before a list, summary or quote. Used to complete a statement of fact.	<u>Before a list:</u> I could only find three of the ingredients: sugar, flour and coconut. <u>Before a summary:</u> To summarise: we found the camp, set up our tent and then the bears attacked! <u>Before a line of speech:</u> Tom asked: "May I have another cupcake?" <u>Before a statement of fact:</u> There are only three kinds of people: the good, the bad and the ugly. In Standard English Grammar, colons are NOT used in sentences to simply list an item or two e.g. I like to eat apples, cheese and crisps. *No colon is required after eat.
Semi-colons ('winky face') Used in the place of a full-stop OR a conjunction. Shows thoughts on either side of it are balanced and connected. Both sides of a sentence must contain a verb, make sense and be related before linking them with a semi-colon. Semi-colons can also separate words or items within a <i>detailed</i> list.	<u>To link two separate sentences that are closely related:</u> The children came home today; they had been away for a week. Pets are wonderful in a family; expensive if they fall ill though. <u>In a list where the items are detailed:</u> Star Trek, created by Gene Roddenberry; Babylon 5, by JMS; Buffy, by Joss Whedon; and Farscape, from Henson Company. At the zoo we watched lions being fed; fat monkeys swinging from branches and playing in trees; saw the elephants enjoying a bath; and the penguins swimming in their newly-designed swimming pool.
Bullet Points When using bullet points to present lists of items and/or facts within a report you must be consistent throughout the whole document.	Bullet points are a layout feature used to make reading a document easier - to make the often technical content of a text really clear. Bullet points are introduced by a colon. <u>Capital letter and full stops:</u> Mr Mole won the following events: • Egg-and-spoon race. • Toss the pancake. • Apple bobbing. <u>Lowercase letters and no final full-stop:</u> Mr Mole won the following events: • egg-and-spoon race • toss the pancake • apple bobbing <u>REMEMBER:</u> make your punctuation choice and stick to it.

Progression of vocabulary from Year 1 – Year 6

Year 1	word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark
Year 2	verb, tense (past, present), adjective, noun, suffix, apostrophe, comma
Year 3	word family, conjunction, adverb, preposition, direct speech, inverted commas (or "speech marks"), prefix, consonant, vowel, consonant letter, vowel letter, clause, subordinate clause
Year 4	pronoun, possessive pronoun, adverbial
Year 5	relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity
Year 6	active and passive voice, subject and object, hyphen, colon, semi-colon, bullet points, synonym and antonym