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Dear Parents,

GRAMMAR AND PUNCTUATION INFORMATION FOR PARENTS

Many thanks for expressing an interest in receiving an information pack about Grammar and Punctuation in the new National Curriculum.

Your pack contains:

- A glossary of terminology that the children will encounter at school and examples of how to use them.
- A punctuation glossary.
- An overview of vocabulary, grammar and punctuation progression from Years 1 to 6.
- A step-by-step guide to improving sentences.
- Some example Year 2 and Year 6 questions.

You are not expected to use these with your children, nor is there any necessity for them to 'revise' at home. However, when supporting your child at home, or even discussing their English learning, we hope that some of this information will provide a useful reference.

If you require any further support with any of the materials, please ask me or see your child's class teacher.

Yours sincerely,

Mrs K. Salter (English co-ordinator)

Grammar Terminology - Glossary

Chesterton Primary School Information for Parents - January 2016

Term	Definition	Example	Example within text
Active Voice	A sentence in the active voice has the pattern of subject, verb, object (in contrast to the passive)	Active: The wizard cast a spell. Passive: The spell was cast by the wizard. (object, verb, subject)	_____
Adjective	A word that describes a noun	spectacular, tiny, unwanted, distraught	The children watched a spectacular fireworks display.
Adverb	A word that modifies a verb. The same job that an adjective does for a noun.	slowly definitely aggressively never	He marked the books slowly as he was watching the football at the same time.
Adverbial phrase/clause	A short section of a sentence describes the verb. It can begin with a conjunction and include a verb (clause) but doesn't have to (phrase)	after we'd been to the fair in a strange way whenever I close my eyes first thing in the morning	He overtook the leader, because he had saved his energy. (clause) The hummingbird inserts its beak into the heart of the flower.
Antonym	The word opposite in meaning to another.	large - small happy - sad agitated - calm	_____
Article	A word that can be used before a noun (part of a larger group called determiners)	a, an, (indefinite) the (definite)	An elephant ate the food that had been left by a tourist.
Clause	A clause has a verb but does not constitute a whole sentence	because they ran in the wrong lane although they started slowly who was speechless (relative clause) after the race	The children were desperate to play outside, because they wanted to play in the snow. Despite being new at the school, Fred had already made a lot of friends.
Clause (main)	The original part of the sentence. Will usually make sense on its own as a sentence	Usain Bolt put on his running shoes.....	Usain Bolt put on his running shoes, in order to warm up before the race.

Term	Definition	Example	Example within text
Clause (subordinate)	A section of a sentence that modifies the main clause	in order to warm up before the race	Usain Bolt put on his running shoes, in order to warm up before the race.
Clause (relative)	A relative clause is a special type of subordinate clause that modifies a noun. It often does this by using a relative pronoun (who, which or that).	that I won who lives near the school which is near Bicester	We climbed the mountain, that was surrounded by mist.
Command	A sentence (often starting with an imperative verb) giving an instruction.	_____	Go to your room! Leave the parcel with the neighbours. Give the letter to your teacher.
Complex Sentence (Multi-clause sentence - subordinating)	A sentence with a main clause and one or more subordinate clauses	_____	The Jamaican team were delighted, because they had smashed the world record.
Compound Sentence (Multi-clause sentence - coordinating)	A sentence with two main clauses of equal importance, identifiable by the use of conjunctions 'or' 'and', 'but' or 'so'.	_____	The instructor was impressed and congratulated the group. Adam didn't really like boats, but enjoyed the canoeing day.
Conditional Sentence	A sentence with a subordinate clause that is conditional on another circumstance.	if they didn't finish their main course if enough money could be raised	The children wouldn't be allowed dessert, if they didn't finish their main course. If enough money could be raised, then the new playground would be built in the summer.
Conjunction	A word used to join single words or phrases which link clauses within a sentence	because when although unless despite	Miss Regan awarded the class a certificate, because they performed well in the assembly.

Term	Definition	Example	Example within text
Determiner	A determiner specifies a noun as known or unknown and goes before any modifiers (eg. adjectives)	Articles (a, an, the) Demonstratives (this, those) Possessives (my, your) Quantifiers (some, very)	The winner of that quiz was very clever. My team has lost every match this year.
Embedded Clause	A subordinate clause (often relative) that is placed in the middle of the main clause, usually beginning with 'who', 'which' or 'that'. The embedded clause can be removed from the sentence and it will still make sense.	who accidentally put the wrong names on the presents that attracted millions of viewers from around the globe	The 100m final, that attracted millions of viewers from around the globe , was won in a world record time.
Exclamation	A sentence, phrase or word that would be exclaimed.	_____	Fire! It's snowing! My favourite!
Imperative	A verb form for giving instructions, orders or commands	Do not walk Knead Place	Do not walk on the grass when it is wet.
Inverted Commas	The proper term for speech marks.	_____	"Arsenal have just had a player sent off," reported the commentator.
Modal verb	A verb that expresses degrees of conditionality about the likelihood of events.	would, must, could, should, may etc.	He would have arrived on time if he hadn't forgotten his lunch.
Noun	A noun is a word used to refer to people, animals, objects, substances, states, events and feelings.	dog cathedral spinach air party sadness	He collected the conkers from the park . She felt happiness for the first time since the accident .
Noun Phrase (expanded)	A group of words that function in the same way as a noun but contain further description - often an adjective.	my sister's favourite toy deep, sparkling snow	A teddy bear named Fred became my sister's favourite toy . The ground was covered with deep, sparkling snow .

Term	Definition	Example	Example within text
Object	The object of a verb is created, affected or altered by the action of a verb, or appreciated or sensed by the subject of the verb.	_____	EG: My dog attacked the burglar . ('burglar' is the object, affected by the action of attacking)
Opener	A word or phrase, added at the beginning of a sentence, which modifies its meaning.	In conclusion, In addition, Next, Due to the weather, Unfortunately,	In conclusion , you should have survived the whole day without any serious problems.
Passive Voice	Places the emphasis on the verb and the object, rather than the subject. Associated with more formal styles of writing.	was scratched by were sheltered by will be marked by	The door was scratched by the cat. (as opposed to 'The cat scratched the door') This is an active construction.
Preposition	A preposition is a word that links a noun or pronoun to the rest of the sentence. Often connected with direction, location or time.	in, to, after, on, up	He left after lunch. The treasure was found in the locked chest. The caught the bus to the shops.
Pronoun	A pronoun is a word that substitutes a noun or noun phrase. There are a number of different kinds of pronouns in English.	TYPES OF PRONOUN: 1 Demonstrative Pronoun - this, that, these, those 2 Personal Pronoun - I, you, he, she, etc.. 3 Possessive Pronoun - mine, yours, his,...	These are the last presents that I need to buy. She is my favourite member of Girls Aloud. "Those toys are mine!"
Proper Noun	Proper nouns are the names of individual people, places, brands, titles, calendar times, etc. Proper nouns are always written with a capital letter. Nouns which are not written with a capital letter are called common nouns.	Bruce Forsyth, Reebok, London, The President, Tuesday, Bicester Village.	I spotted Bruce Forsyth outside Selfridges in London on Tuesday .
Statement	A statement is a sentence that simply tells the reader something.	_____	This dog is dirty. My head hurts. Today is Friday.

Term	Definition	Example	Example within text
Subject	The subject of a sentence is the noun, pronoun or noun phrase that precedes and governs the main verb.	_____	My dog attacked the burglar. (<i>My dog</i> is the subject, controlling the verb and the rest of the sentence.)
Synonym	A word having the same meaning as another.	dry - arid, barren, deadpan, dehydrated, dull, withered etc.	_____
Time Sequence Words	A word (often an opener or a conjunction) used to provide chronological order to a text.	Next, Finally,, before... After that,, until	Next , stir the mixture until it reaches a dropping consistency.
Verb	A word or group of words that signify an action, occurrence, or state.	speaks will be performed caved in becomes	He <u>speaks</u> clearly. The production <u>will be performed</u> next week.

Progression of Sentence Structure

Begin With A Simple Sentence

The boy climbed.

How to develop this sentence.

1. Add an **adjective**. Eg. The **frightened** boy climbed.
2. Add detail. Eg. The **frightened** boy climbed the tree.
- 2a. (for older children/higher ability groups) Add an **adverb** and/or another adjective. Eg. The **frightened** boy climbed the **enormous** tree **quickly**.
3. Add a second clause by using a co-ordinating **conjunction** to make a multi-clause sentence. Eg. The frightened boy climbed the tree **and** sat on a branch. The conjunction removes the need to start a new sentence. It could read...The boy climbed the tree. He sat on a branch. By using the conjunction 'and', a multi-clause sentence with a co-ordinating conjunction has been created. The two parts of the sentence (clauses) have equal importance.

We now have a multi-clause sentence with co-ordination (this includes 'and', 'but' or 'or')

The frightened boy climbed the tree and sat on a branch.

Rather than using a simple conjunction, a multi-clause sentence with subordination can be created by using a subordinating **conjunction** such as: as, so, because, when or after.

Eg. The frightened boy climbed the tree, **as** the bear was chasing him.

The part of the sentence following the conjunction is called a **subordinate clause**. This is of lesser importance than the main clause, but helps to explain it. To begin with, this can be explained to children as adding extra information to make a more detailed sentence. Use of commas before the conjunction seems to be erratic, but it is a good rule of thumb to always use them before a conjunction if children are ready.

A subordinate clause can be removed from the sentence and it will still make sense. It can also be placed at the beginning of the sentence (Eg. **As** the bear was chasing him, the frightened boy climbed the tree.) and sometimes in the middle of the sentence (as an embedded 'drop-in' clause).

The comma is now used at the end of the subordinate clause.

If you want to take the children further, they can add **adjectives** and **adverbs** to this sentence.

As the **angry, ravenous** bear was **desperately** chasing him, the **frightened, young** boy climbed the **enormous** tree **quickly** and sat trembling on a **precarious** branch.

Drop-in clauses

Drop-in clause is another term for an embedded clause. Children understand that it is extra information that can be ‘dropped’ into the sentence. The easiest way to teach this is by asking the children to use who, which or that. The **drop-in clause** will add extra information about the reindeer so is technically known as an adjectival clause.

The reindeer, **who were raring to go**, were harnessed to Santa’s sleigh.

The test for the children, as with the multi-clause sentences above, is that it should be possible to remove the new clause from the sentence and it will still make grammatical sense. In this case: The reindeer were harnessed to Santa’s sleigh.

Examples:

The excited child, who, looked out at the falling snow.

The Christmas tree, which, was decorated with silver and gold baubles.

Adjectival and adverbial clauses

Adjective Clauses

To make their writing more interesting, children can use **adjective clauses** to describe nouns and pronouns.

The clause can be inserted at the end of the sentence:

We climbed the mountain, **which was surrounded in mist**.

Or in the middle of the sentence (a drop-in clause):

The mountain, **which was surrounded by mist**, was hard to climb.

The noun being described is underlined.

Adverb Clauses

Adverb clauses tell the reader more about a verb.

For example:

He overtook the leader, **because he had saved his energy**.

He overtook the leader, **although he seemed to be tired**.

He will overtake the leader, **if he can summon up one last effort**.

- **Note that the subordinate clause doesn't describe the leader but the verb, ie. Why the overtaking has happened/is going to happen.**

Adverb clauses begin with subordinating **conjunctions such as: because / when / if / although / unless / even if / even though**

Adverb clauses may be used at the beginning of a sentence:

Although he wasn't given a chance at the start of the race, he won the gold medal.

Please note: It is not essential that children know the terminology for these types of sentences, just that they are adding extra information to the sentence about either the verb or the noun; underlining this for them definitely helps.

Using Sentence Openers

Sentence openers are single words or short phrases that precede the main clause of a sentence. As with drop-in/subordinate clauses, they can be removed from the sentence and it will still make grammatical sense.

Eg. **Once**, there was a smiley witch flying on her brown broom stick.

Just then, her black pointed hat flew away! (Year 1)

They can be time sequence words, used during recounts, instructions etc.

Next, slide the socks over the baby's feet.

In conclusion, you should have survived the whole day without any serious problems. (Year 5)

It is worth teaching the children that a sentence opener is followed by a comma. Again, the check is for the children to see whether the sentence still makes sense after removing the words before the comma.

When reading aloud,