



**RYECROFT C. E. MIDDLE SCHOOL**

---

## **‘Grammar at a glance’**

**Parent’s Guide to Technical Language  
used in the Current Curriculum**

*Part of the Uttoxeter Learning Trust*



<p><b>Nouns</b> naming words</p> <p>table chair fruit house</p>	<p><b>Proper Nouns</b> names of people, places, days and months</p> <p>Tom Jones Uttoxeter Monday January</p>	<p><b>Adjectives</b> describe nouns</p> <p>big house dark woods enormous elephant</p>
<p><b>Verbs</b> doing/being words</p> <p>walk walked is walking</p> <p><b>Modal Verbs</b> say how definite a verb is - will, might, could, should, shouldn't, may...</p>	<p><b>Adverbs</b> describe how the verb is done</p> <p>walked quickly talked loudly died painfully</p>	<p><b>Articles</b> a an the</p> <p>a bus an apple the chair</p> <p>a/an - indefinite the - definite</p>
<p><b>Prepositions</b> where something is in relation to something else</p> <p>by, in, on, next to, to, from, at, off</p>	<p><b>Subordinating Conjunctions</b> link two ideas in a sentence</p> <p><b>While</b> I was asleep, I snored. I like egg <b>with</b> chips. <b>After</b> that, I like pudding.</p>	<p><b>Co-ordinating Conjunctions</b> join two ideas in a compound sentence - for, and, nor, but, or, yet, so</p> <p>I like maths <b>and</b> English. I like French <b>but</b> forget the words. It's raining <b>so</b> I'm staying in. Shall I watch TV <b>or</b> read?</p>
<p><b>Determiners</b> show which noun or how many nouns are being referred to.</p> <p>their books six pages her head those shoes that man no sweets</p> <p><b>Articles (a, an, the) and possessive pronouns (his, her, theirs etc) are also determiners.</b></p>	<p><b>Pronouns</b> save you repeating a noun - e.g. he, she, it, they, us, I, we, our, his, her, their...</p> <p>Bob is fun. <u>He</u> plays games <u>with us</u>. <u>We</u> like Bob. <u>His</u> sister is Betty. <u>She</u> is not fun. <u>It</u> is boring <u>with her</u>.</p>	<p><b>Parts of Speech Tricks</b> words can change their job depending on the sentence</p> <p>I am going to <b>saw</b> (verb) Bob in half with a <b>saw</b> (noun). A <b>safe</b> (noun) is a <b>safe</b> (adjective) place to put money. I played <b>football</b> (noun). I put on my <b>football</b> (adjective) boots.</p>

<p><b>Plurals</b> words ending in consonant y - change y to i and add es</p> <p>lorry - lorries baby - babies city - cities</p> <p>if it's a vowel + y, just add s</p> <p>monkey - monkeys</p>	<p><b>Plurals</b> hissing and buzzing words add es</p> <p>bus - buses lunch - lunches buzz - buzzes dish - dishes</p>	<p><b>Plurals</b> words ending in f or fe change the f to v and add es</p> <p>wolf - wolves wife - wives thief - thieves</p>
<p><b>Irregular Plurals</b> you just have to learn ones like these</p> <p>goose - geese sheep - sheep deer - deer mouse - mice potato - potatoes piano - pianos</p>	<p><b>Synonyms</b> words with similar meanings</p> <p>courageous - brave - bold angry - annoyed - cross help - aid - assistance happy - glad - gleeful</p>	<p><b>Antonyms</b> words that mean the opposite</p> <p>hot - cold legal - illegal behaving - misbehaving soft - hard dangerous - safe dark - light</p>
<p><b>Word Families</b> use the same root word for connected meaning</p> <p>danger - dangerous - endangered colour - colourful - colouring - coloured apply - application - applied</p>	<p><b>Prefix</b> a word or syllable joined to the start of a word to change or add to its meaning</p> <p>due - overdue septic - antiseptic happy - unhappy order - disorder</p>	<p><b>Suffix</b> letter/set of letters at the end of a word to make another word forget - forgetful lion - lioness danger - dangerous or to change the verb sing - singing look - looked</p>
<p><b>Suffixes that make opposites</b> - a, anti, dis, il, im, in, ir, mis, non, un</p> <p>He is amoral, immature and uninterested in work. It is illogical and a mistake to have him as a teacher.</p>	<p><b>Homophones</b> are words that sound the same but are spelt differently and mean different things</p> <p>There, their, they're to, two, two soul, sole</p>	<p><b>Homonyms</b> are words that sound the same and are spelt the same but can mean different things</p> <p>I am going to plant (verb) the plant (noun). I put my money in the bank (place) then sat on the river bank (different place).</p>



<p><b>Apostrophe</b> <b>Contraction - ' </b> shows where a letter/letters are omitted when two words are squished together</p> <p>you're they're I'll</p>	<p><b>Apostrophe</b> <b>Possession - ' </b> shows something is owned</p> <p>the dog's tail the ladies' hats the teacher's cane</p>	<p><b>Brackets ( )</b> used to add extra information (in parenthesis) to a main clause</p> <p>My friend (Alex) is fun. The robber (aged 13) stole some sweets. (You could use a pair of commas or dashes in their place.)</p>
<p><b>Capital Letters</b> start sentences, names of people and places, days of the week and months</p> <p>One Monday in June, Joe went to Paris. He saw the Eiffel Tower on Tuesday and decided to come back in August.</p>	<p><b>Colon :</b> introduces a list or a statement</p> <p>You need to know one thing: I'm ace.</p> <p>You will need: a pen, a pencil and a ruler</p>	<p><b>Commas</b> used to separate items in a list of objects, actions or adjectives</p> <p>I need eggs, sugar and bread.</p> <p>I got up, went downstairs, bashed a burglar and went back up. I am brave, bold and stupid.</p>
<p><b>Commas</b> used in complex sentences if the subordinate clause comes first or to add information in parenthesis.</p> <p>When I get in from school, I'll have a snooze. After snoozing, I'll have my tea. My tea, chips, was delicious.</p>	<p><b>Dashes -</b> the uses of a dash include a pause for effect or a pair adds extra information in parenthesis.</p> <p>I had pasta - it was delicious. And the winner is - me. The payment - £5 - is due.</p>	<p><b>Ellipsis ...</b> used to show words have been left out to create suspense.</p> <p>e.g. Then the door opened... He spoke...</p> <p>(not to be confused with ellipsis when we leave words out we don't need. Where do you live? [I live in] Uttoxeter.)</p>
<p><b>Final Punctuation</b> full stops, question marks or exclamation marks used at the end of a sentence to show how it should be read</p> <p>Look at that. Look at that! Look at that?</p> <p>Check for capital letters.</p>	<p><b>Hyphens-</b> join 2/more words or join some prefixes to words.</p> <p>co-ordinate fair-haired</p> <p>They can clarify meaning. a man eating tiger (could be a man eating the tiger) man-eating tiger (tiger is doing the eating)</p>	<p><b>"Inverted Commas"</b> (used to be called speech marks) go around the words spoken by a character.</p> <p>"Hello," said Bob. Bill replied, "Hello." "I am," said Bob, "pleased to see you."</p> <p>Note other punctuation always goes before "".</p>

<p><b>Simple Sentences</b> state one fact. Might be used for emphasis or effect.</p> <p>A monster appeared. The shop was closed. The lion roared.</p> <p>Mix simple sentences with compound and complex sentences for interesting writing.</p>	<p><b>Compound Sentences</b> link two main clauses using a co-ordinating conjunction (for, and, nor, but, or, yet, so)</p> <p>I went to the shop <b>and</b> I bought some sweets. You can have cabbage <b>or</b> you can have sprouts.</p>	<p><b>Complex Sentences</b> adds extra information in a subordinate clause to a main clause using a subordinating conjunction.</p> <p>I saw Bob <b>as</b> I walked home. <b>As</b> I walked home, I saw Bob.</p>
<p><b>Statements</b> tell you a fact and end with a full stop</p> <p>The shop closes at 5. It is cold today. I like chocolate.</p>	<p><b>Commands</b> starts with a bossy verb, tells someone to do something and can end with an exclamation.</p> <p><b>Get me a drink.</b> <b>Mix the batter.</b> <b>Stop doing that!</b> <b>Help me now!</b></p>	<p><b>Questions</b> ask someone nicely to do things and ends with a question mark - ?</p> <p>Will you get me a drink? Can you stop doing that? Would you help me now?</p> <p>(remember to say please)</p>
<p><b>Exclamations</b> express surprise, shock or strong emotion usually starting with what or how.</p> <p>What an amazing car! How I love holidays! What a beautiful day!</p>	<p><b>The Subject</b> is the thing that does the verb.</p> <p><b>The dog</b> barked. <b>The woman</b> was bitten. <b>She</b> cried.</p>	<p><b>The Object</b> is the thing on the receiving end of the verb.</p> <p><b>I</b> went to the shop. <b>Sam</b> was reading <b>that book</b>. <b>The banks</b> lend <b>billions</b> every year.</p>
<p><b>Phrase or Clause?</b> a phrase doesn't contain a verb</p> <p><b>Last night</b>, I fell asleep.</p> <p>a clause contains a verb</p> <p><b>After sleeping</b>, I woke up.</p>	<p><b>Relative Clauses</b> give extra information about the noun. They start with that, which, who, whom, whose.</p> <p>The boy, who won the prize, was pleased. The dog that barked all night was annoying.</p>	<p><b>Noun Phrases</b> are groups of words that go with the noun to add detail.</p> <p><b>The teacher over there</b> is cross. <b>The old, wrinkled man</b> hobbled off. <b>The big house on the hill</b> was haunted.</p>



<p><b>Adverbial Phrases</b> show how the verb was done.</p> <p>The teacher removed the spider as quickly as possible.</p> <p>She was old and walked very slowly.</p> <p>All night long, we danced.</p>	<p><b>Prepositional Phrases</b> show where the verb happened.</p> <p>In the garden, the dog barked.</p> <p>The mouse ran along the windowsill.</p> <p>The train went under the bridge.</p>	<p><b>Tense</b> Verbs are done in the past, present or future tenses.</p> <p>I ate my tea at 6 - past</p> <p>I eat my tea at 6 - present</p> <p>I will eat my tea at 6 - future (needs a modal verb)</p>
<p><b>Simple Past</b> - regular verbs add -ed but don't forget to learn irregular ones too!</p> <p>I walked down the road.</p> <p>He drove down the road.</p> <p>They skipped.</p>	<p><b>Past Progressive</b> was/were + -ing participle show the action was continuous or going on at the same time.</p> <p>He fell over when he was playing football.</p> <p>We were studying Roald Dahl.</p> <p>I was waiting for the bus.</p>	<p><b>Past Perfect</b> used for something that happened before something else in the past:</p> <p>He had played football and forgot to put his boots back.</p> <p>Or started happening in the past and then carried on:</p> <p>He had played football for several years.</p>
<p><b>Simple Present</b> Things that are true now or happening now.</p> <p>I walk to school.</p> <p>He eats chips every day.</p> <p>I am waiting.</p> <p>They are waiting.</p>	<p><b>Present Progressive</b> uses is/are + -ing to show something happening at this precise moment or something happening now and continuing over a long period.</p> <p>He is playing football.</p> <p>They are doing maths this term.</p> <p>While she is cooking, they are tidying up.</p>	<p><b>Present Perfect</b> uses had/have + past participle tense to show something that had happened and is still happening now.</p> <p>He has worked here for years.</p> <p>I have played football twice today.</p> <p>She has bought a new bag.</p>

### Parenthesis

pairs of dashes,  
brackets or commas to  
add extra information.

A ransom - £5m - has  
been demanded. The  
kidnappers, a dastardly  
duo from Doncaster,  
mean business. The police  
(when they've finished  
their tea) will start  
searching.

### Semi-colons ;

link two closely related  
main clauses

I swerved; the car went  
in the ditch.

or to separate items in a  
list with clauses

The band had a drummer,  
Ringo; a singer, Paul; a  
guitarist, John; and a  
spare, George.

<p><b>Subjunctive Mood</b>  a formal way of expressing something that is wished, required, imagined or possible.  If I <b>were</b> rich, I would buy a boat.  If I <b>were</b> you, I would give him the job.  Rules require that all children <b>be</b> in uniform.</p>	<p><b>Subject/Verb Agreement</b>  depending on tense, use <b>was/is</b> for a single subject:  He was lost.  He is lost.  Use <b>were/are</b> for a plural subject.  Zoe and Jack are lost.  They were lost.</p>	<p><b>I or me?</b>  If you are describing the subject of a sentence, use <b>I</b>:  Harry and I went home.  If you are describing the object of a sentence, use <b>me</b>:  Bob went home with me.</p>
<p><b>Active Voice</b>  In the active voice, the subject does the verb.  I melted the ice cube.  Mrs C blew up the lab.  Tom threw the ball.  We ate all the chocolate.</p>	<p><b>Passive Voice</b>  In the passive voice, the subject has the verb done to it.  The ice cube was melted.  The lab was blown up.  The ball was thrown.  All the chocolate was eaten.</p>	