

Helping your child to read and write
at home.

Ryecroft C.E. Middle School



Support Guide for English in
Year 6.

Our aims for reading are to:

- Provide a rich and stimulating reading environment.
- Enable children to read with confidence, accuracy, fluency, understanding and enjoyment.
- Foster an enthusiasm for and love of reading for life.
- To develop comprehension skills of inference and deduction.

Our school aims for writing are:

- For writing to be seen as purposeful and enjoyable.
- For writing to be seen as an essential life skill.
- For each child to develop the necessary writing skills to be a competent writer.
- For each child to see themselves as a confident and successful writer.
- For writing to be developed across a range of meaningful contexts.
- For there to be a broad curriculum offering the full spectrum of writing genres.

By the end of Year 6, children should be able to:

- Read a broad range of genres
- Recommend books to others
- Make comparisons within/across books
- Support inferences (reaching a conclusion about what they have read, using clues from the text) with evidence
- Summarising key points from texts
- Say how language and structure of a text add to meaning
- Discuss use of language, including figurative
- Discuss & explain reading, providing reasoned justifications for views

Here are some suggestions of ways you can help your child at home:

- Read to and with your child every day.
- Encourage your child to read a range of texts such as newspapers, comics, poetry and non-fiction.
- Discuss your child's reading choices with them.
- Join the local library so that your child has access to an even wider range of books
- Praise your child's efforts and encourage them to take an interest in reading in their free time.

How many of the following Year 5 and 6 words can your child read?

accommodate		curiosity		interrupt	
accompany		definite		language	
according		desperate		leisure	
achieve		determined		lightning	
aggressive		develop		marvellous	
amateur		dictionary		mischievous	
ancient		disastrous		muscle	
apparent		embarrass		rhythm	
appreciate		environment		sacrifice	
attached		equipment		secretary	
available		especially		shoulder	
average		exaggerate		signature	
awkward		excellent		sincere(ly)	
bargain		existence		stomach	
bruise		explanation		sufficient	
category		familiar		suggest	
cemetery		foreign		symbol	
committee		forty		system	
communicate		frequently		temperature	
community		government		thorough	
competition		guarantee		twelfth	
conscience		harass		variety	
conscious		hindrance		vegetable	
controversy		identity		vehicle	
convenience		Immediate/ly		yacht	
correspond		individual			
criticise		interfere			

Here is a list of questions that you can ask your child when reading

- Find an unfamiliar technical word. Think about how it is used in this sentence. What do you think it means?
- How does the front cover show that this book is one in a series?
- Have you been in a similar situation to the character in this book?
- Who would you like to meet in the story? Why?
- What is the theme of this book? How does the author create a sense of loss/heroism etc.?
- Why does the author use the first person in this diary/autobiography?
- Where/when, is this story/poem set? Does this make a difference to how we read it?
- Which do you prefer; texts set in historical times or in modern times? Why?
- Can you make a list of features in this text type? Does the author use these features in the way you would expect?
- Have you read any other stories, which handle time in this way e.g. flashbacks, dreams?
- Who is this book aimed at? Do you think it is successful for this audience?
- What made you choose this book?
- Whom would you recommend this book to? Why?
- Can you find examples of simile/metaphor/alliteration/personification in this poem?
- Which words or phrases particularly stick in your mind? Why?

- What do you think is going to happen to the main character and how will they feel about this? What makes you think this?
- Why did (a character) behave in this way? Knowing what you know now, what do you think they were hoping to achieve?
- Use of language
- How does the title engage the reader?
- Give examples of words chosen by the author to describe (a character)? Are they effective?
- Can you list words and phrases which show you how the speaker is feeling?
- Can you find a descriptive phrase and consider the effect it has on the reader? Which words create this effect?
- What does... mean? Could you use a more emotive word? What about a less emotive word?
- Do the events happen in time order? If not, why not?
- Retrieve and present information from non-fiction
- What specific information do you need to retrieve from this text?
- Where would you look for information on...?
- How could you use the contents/index/glossary to help?
- Does the structure of the book help you to understand the subject?
- How is the information organised and presented? Why do you think this order/these headings were chosen?

Reading VIPERS

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise



We also focus on whole class reading as a method to teach individual children to become equipped and ready to answer a variety of comprehension questions. Children are explicitly taught the skills of reading (outlined in the National Curriculum and the KS2 test domains). As a parent, it would also be helpful for you to be aware of these, so that you too can practice these skills with your child when listening to them read.

In Key Stage Two, children are taught and practice these reading skills through the use of VIPERS during whole class reading sessions.

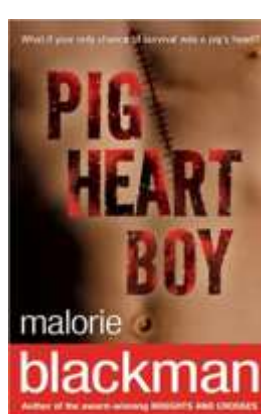
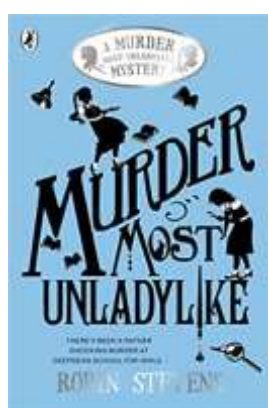
KS2 Content Domain Reference	VIPER
2a Give/explain the meaning of words in context	Vocabulary
2b retrieve and record information/ identify key details from fiction and non/fiction	Retrieve

2c summarise main ideas from more than one paragraph	Summarise
2d make inferences from the text/ explain and justify inferences with evidence from the text	Infer
2e predict what might happen from details stated or implied	Predict
2f identify/explain how information/ narrative content is related and contributes to meaning as a whole	Explain
2g identify/explain how meaning is enhanced through choice of words and phrases	Explain
2h make comparisons within a text	Explain

Reading Recommendations for Year 6

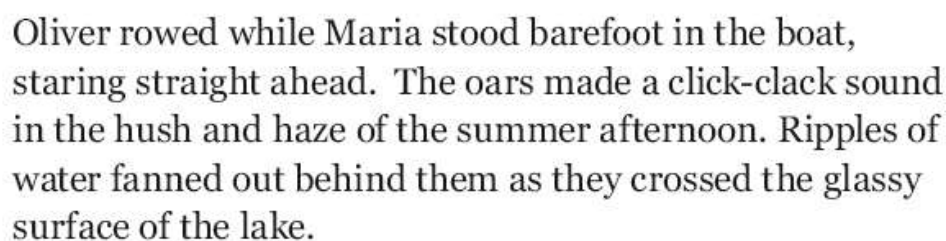
Here at Ryecroft Middle School, we endeavour to foster a love of reading. We therefore encourage children to read for enjoyment and pleasure. Here is a list of books, which are suitable for Year 6, it is important that they read a variety of types and genres.

Title	Author
Cogheart	Peter Bunzl
Absolutely everything	Christopher Lloyd
A Boy called Hope	Lara Williamson
The Nowhere Emporium	Ross Mackenzie
Framed	Frank Cottrell Boyce
A Place Called Perfect	Helena Duggan
The fastest boy in the world	Elizabeth Laird
Eren	Simon. P. Clark
Skellig	David Almond
The Murder most unladylike	Robin Stevens
Twister	Juliette Forrest
Mortal Engines	Philip Reeve
Clockwork	Philip Pullman
Malala: My Story of Standing Up for Girls' Rights	Malala Yousafzai
Holes	Louis Sachar
The Boy at the Back of the Class	Onjali Rauf
Wizard of Oz	F Baum
The Explorer	Katherine Rundell
Pig Heart Boy	Malorie Blackman



Reading Comprehension Test

At the end of Key Stage 2 (Year 6), your child will be required to take a SATs test, to test them on their reading comprehension. In order to develop the reading skills needed for this, we do we weekly 'speed' reads in class and set comprehension homework based on the 'Reading VIPERS'. Here is an example of the types of questions your child may be asked in that test.



Oliver rowed while Maria stood barefoot in the boat, staring straight ahead. The oars made a click-clack sound in the hush and haze of the summer afternoon. Ripples of water fanned out behind them as they crossed the glassy surface of the lake.

4 Look at the paragraph beginning: *Oliver rowed...*

Find and **copy one** word that suggests that the summer afternoon was quiet.

1 mark

5 ...*they crossed the glassy surface of the lake.*

Give **two** impressions this gives you of the water.

1. _____

2. _____

2 marks

Writing

By the end of Year 6, most children should be able to...

- Use their knowledge and understanding of word structure and meaning to spell most words correctly
- Develop legible personal handwriting style
- Plan writing to suit audience and purpose
- Develop character and setting in narrative
- Select grammar and vocabulary for effect
- Use a wide range of cohesive devices to help their writing flow
- Ensure grammatical consistency

Here are some suggestions of ways you can help your child at home:

- Help your child write a letter to their favourite author. Correspondence can often be sent to an author's publisher (whose details can be obtained on the internet) who will pass it on.
- When you go on holiday, encourage children to write postcards to friends or relatives. They could record things that you do in a holiday diary which they can share with friends or relatives when they get home.
- After making a cake or doing a craft activity, challenge children to write the recipe or instructions for someone else to use.
- Write an information page or booklet about something they find interesting e.g. spiders, Dr Who, dinosaurs, cats, etc. Draw a picture and label it or write a caption to go with it.
- Encourage your child to learn weekly spellings and phonic group spellings. Write the spellings in sentences with accurate punctuation and practise high frequency words and handwriting.
- Provide your child with a comfortable place to work and exciting writing materials. A dictionary and thesaurus would also be useful.
- Ask your child what his/her writing targets are from time to time and help them work specifically on these.
- Talk through their ideas with them before they start to write, for example, prompt them to think about how they intend to tackle a subject.
- Help them to reflect on their writing, particularly the effect they hoped to have on the reader. For example, is the reader sufficiently prepared for the ending? Have they introduced all the characters?

- Have they introduced all the characters?
- Encourage them to read through their work, shaping their sentences for clarity and impact and checking their accuracy.

Spelling activities to support your child:

<u>Scrambled words</u>	<u>Air and back spelling</u>	<u>Acrostic</u>	<u>Write a story</u>
<p>Fold a piece of paper into 3 columns. Write the words in the first column, then write them in the second column all jumbled up. Fold the correct answers behind the page and see if a partner can unscramble the words.</p>	<p>Write the word in the air, really big, then really small, saying each letter as it is written. If the word can be sounded out, use the phonemes, if not, use the letter names. Try writing words on each other's backs and see if your partner can say what word you're writing.</p>	<p>Use your target word to make an acrostic poem with each line beginning with the next letter to spell out the word- it's easier to remember if the poem makes sense! e.g. what:</p> <p><u>W</u>hile Sam was walking down the path, <u>H</u>e saw a cat that stared, then laughed. <u>A</u> cat that laughs is quite a feature, <u>T</u>ell me, have you seen such a creature?</p>	<p>Write a paragraph/story containing as many words as possible that follow the spelling rule / pattern you are focusing on.</p>

<p><u>Letter Writing</u></p> <p>Write a letter to a friend, family member, teacher or super hero. Underline the spelling rules that you have focused on in your letter.</p>	<p><u>Colourful words</u></p> <p>Use two different colours to write your words- one for vowels another for consonants then write them all in one colour.</p>	<p><u>Rainbow writing</u></p> <p>Write your words over and over, each time on top of the last but in a different colour- create a rainbow word.</p>	<p><u>Graffiti wall</u></p> <p>Create a graffiti wall, inspired by graffiti artists, draw your target words again and again across a page to create the artwork.</p>
<p><u>Ambidextrous</u></p> <p>Swap your pen into the hand that you don't usually write with. Now try writing your spellings with that hand.</p>	<p><u>Words within words</u></p> <p>Write down target words and then see how many other words you can make from the same letters.</p>	<p><u>Words without vowels</u></p> <p>Write spelling words in a list, replace all the vowels with a line. Can your partner fill in the gaps? (Also could be done without consonants instead, which is easiest?)</p>	<p><u>Make Some Music</u></p> <p>Write a song or rap that includes your words. Share with a friend or family member.</p>

<p><u>Pyramid power</u></p> <p>Sort a given group of words into a list from easiest to hardest. Write the easiest once in the middle at the top of the page, the next easiest twice underneath, third easiest three times below that etc. so forming a pyramid.</p>	<p><u>Hangman</u></p> <p>Write dashes for the letters of the word. Your partner needs to say letters and guess the word before you complete the stick man.</p>	<p><u>ABC Order</u></p> <p>Write a list of your spellings in alphabetical order. For even greater challenge, can you write them in reverse alphabetical order first?</p>	<p><u>Squiggly / Bubble spelling words</u></p> <p>Write a list of your spelling words twice - once in your regular writing, then in squiggly or bubble letters.</p>
<p><u>Consonant circle</u></p> <p>Write a list of examples of your spellings. Circle all the consonants.</p>	<p><u>Sign your words</u></p> <p>Use sign language finger spelling to sign your words. http://www.unitykid.com/signlanguage.html http://www.british-sign.co.uk/bsl-british-sign-language/fingerspelling-alphabet-charts/</p>	<p><u>UPPER and lower</u></p> <p>Write a list of your spelling words, firstly in UPPERCASE and then in lowercase.</p>	<p><u>Across and down</u></p> <p>Write all of your spelling words across and then down starting with the first letter.</p>

<p><u>Back Writing</u></p> <p>Use your finger to spell your words, one letter at a time on your partners back. Partner has to guess the word.</p>	<p><u>Find your words</u></p> <p>Using your reading book, list as many spellings that follow the rule as possible.</p>	<p><u>Choo- Choo words</u></p> <p>Write the entire list end- to-end as one long word (like a train). Use a different coloured crayon for each word. Eg hopmopestopdrop</p>	<p><u>Connect the dots</u></p> <p>Write your spelling words in dots. Then connect the dots by tracing over them with a coloured pencil. Can you do this with joined up</p>
<p><u>Rhyming words</u></p> <p>Write a list of your spelling words. Next to each word, write a rhyming word. If necessary, your rhyming word can be a nonsense word (as long as it follows the same spelling pattern).</p>	<p><u>Adding my words</u></p> <p>Each letter has a value. Consonants are worth 10 Vowels are worth 5</p> <p>Find as many spellings that follow the rule / pattern and add up your score.</p>	<p><u>Spelling poem</u></p> <p>Write a poem using several of your spelling words. Underline the words that you use. You can write any style of poem.</p>	<p><u>X words</u></p> <p>Find two target words with the same letter in and then write them so they cross over one another.</p>

How many of the following Year 5 and 6 words can your child spell?



Look, Say, Cover	Write and check	Look, Say, Cover	Write and check	Look, Say, Cover	Write and check
accommodate		curiosity		interrupt	
accompany		definite		language	
according		desperate		leisure	
achieve		determined		lightning	
aggressive		develop		marvellous	
amateur		dictionary		mischievous	
ancient		disastrous		muscle	
apparent		embarrass		rhythm	
appreciate		environment		sacrifice	
attached		equipment		secretary	
available		especially		shoulder	
average		exaggerate		signature	
awkward		excellent		sincere(ly)	
bargain		existence		stomach	
bruise		explanation		sufficient	
category		familiar		suggest	
cemetery		foreign		symbol	
committee		forty		system	
communicate		frequently		temperature	
community		government		thorough	
competition		guarantee		twelfth	
conscience		harass		variety	
conscious		hindrance		vegetable	
controversy		identity		vehicle	

convenience		Immediate/ y		yacht	
correspond		individual			
criticise		interfere			

Grammar

At the end of Key Stage 2 (End of Year 6), your child will be required to take a SATs test to test them on their understanding of the Grammar, Punctuation and Spelling curriculum. Here is an example of the types of questions your child may be asked in that test.

3

Circle the **object** in the sentence below.

My friend bought a cake from the bakery.

1 mark

4

Draw a line to match each sentence to the correct **determiner**.
Use each determiner only **once**.

Sentence

Determiner

At the zoo we saw
_____ owl.

a

There was also _____
cute baby penguin.

the

I thought it was _____ best
day ever.

an

1 mark

5

Tick the option that must end with a **question mark**.

Tick **one**.

What we ate for dinner was very unusual

Can you guess what we ate for dinner

Ask me what we ate for dinner

I will tell you what we ate for dinner

1 mark

7

Complete the sentence with an appropriate **adverb**.

She completed her homework _____.

1 mark

8

Tick two boxes to show where the missing **inverted commas** should go.

Roman life was unlike modern life, the archaeologist said.

1 mark

9

Insert **one** comma in the correct place in the sentence below.

Limping slightly the old man walked to the end of the road.

1 mark

10

Tick one box in each row to show if the sentence is in the **present progressive** or the **past progressive**.

Sentence	Present progressive	Past progressive
Joey was playing football in the park after school.		
Joey's football skills are improving all the time.		
Joey is hoping to be a professional footballer.		

1 mark

By the end of Year 6, most children should be able to...

Key Words:

Subject, object, active, passive, synonym, antonym, subjunctive verb form, past progressive, present progressive, past perfect, present perfect, hyphens, colons and semi-colons.

- Use the passive voice to affect the presentation of information in a sentence (e.g. The window in the greenhouse was broken [by me]. - instead of... I broke the window in the greenhouse. Often remember with 'by zombies ...')
- Know the difference between the use of informal speech or slang and that of a formal type of speech and writing (e.g. the use of question tags... He's your friend, isn't he?)
- Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as ...on the other hand, in contrast or as a consequence), and ellipsis...
- Use layout devices (e.g. headings, subheadings, columns, bullets or tables, to structure text).
- Use the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up).
- Use the colon to introduce a list and the use of semi-colons within lists.
- Use bullet points to list information.
- Use hyphens to avoid ambiguity, (e.g. man eating shark or man-eating shark, recover or re-cover)

Here are some activities and suggestions of ways you can help develop your child's literacy skills at home:

Read! Read! Read!

Choose a quality text to share. Discuss the type of language being used and how it works within a sentence. Talk about the dialogue being used. Take parts ... reading it like a play - getting into character, mood etc.

Ask questions about vocabulary, making predictions, summarising chapters and finding relevant evidence from the text to support their ideas.

Crazy Clauses

A **clause** is a group of words. Sentences are made up of **clauses**.

A clause that adds extra information to a sentence is called a **subordinate clause**.

You need to put together a collection of about ten completely unconnected nouns - custard, hippo, sausage, Skegness, pimple, pencil, sunflower, photocopier, firework, slug.

Tell them that they are going to write a sentence that is going to begin with either... although, because of, after, instead of, or despite of.

Crazy Clauses

At random give them two of the nouns.

Now write your sentence, make sure that it is correctly punctuated and that it makes sense...

Although the custard was hot and sweet, the hippo still managed to take a bath in it. or...

Despite of eating a large slug for breakfast, the man cycled to Skegness.



Warning!

Lots of people, who should know better, use an apostrophe whenever they see the letter 's' at the end of a word. That's wrong! You can see examples of this all over your local High Street. Please help us stamp out Apostrophe Abuse!

Apostrophes are punctuation marks. In English, we use them in two ways, to show possession and to show contraction (or omission).

Contractions/ omissions...

Read this with a parent and use an apostrophe to leave out a letter or letters where you can in some of these 'expanded' words. This is known as an apostrophe for omission

*If you do not understand something, it is always best to ask for help.
What would you do if you broke a finger? You would go to the doctor.
He would treat the finger. He would give you good advice. If you did not listen to the doctor, you would be very silly. It is the same in school. We are here to learn things. So when we do not understand something, we should ask for help. That makes sense, does it not?*

Possessive apostrophes

We also use an apostrophe to show that something belongs to someone or to something. In other words, they possess it, so we call it the **possessive apostrophe**.

Put the apostrophes in the correct place in each sentence.

- 1) Heres that boys pencil.
- 2) Thats my mothers best friend.
- 3) Both cars bumpers got dented.
- 4) Sallys jacket needs mending.
- 5) The birds wing is broken.
- 6) The childrens minibus has arrived.
- 7) Why is Davids sister crying?
- 8) The mices tails were cut off.
- 9) Jamess answer is correct.
- 10) Who took the boys bicycles?
- 11) This books last page is missing.
- 12) The ladies room is over there.

Adverbs

Adverbs give us more information about a verb, explaining how, when, where or why an action is taking place. It can also add information to an adjective.

All in good time...

Adverbs of time... describe **when** something happens.

Here are some of the ones we often use: recently, finally, eventually, today, yesterday, tomorrow, now, soon, then, just, later, first, last, after, already, during.

Choose an **adverb of frequency** to complete each of these sentences.

1. Do it today or you will have to do it
2. It took us 24 hours but we got there.
3. "When are we gonna get there?" - "....."
4. Clare finished the race first; her sister finished
5. Stop nagging. I've tidied my room up.
6. Andy left school early; Darren got home a little
7. I'm sorry you've missed the head teacher. She's just left the building.
8. There's been a lot of rain Even the ducks are fed up of it.
9. Don't let the children play in the park dark.
10. Year 5 understood adverbs - or so they claimed.

THE GREAT ADVERB SEARCH

How many adverbs can you find in this story? Underline them.

Tom and Sally Jones had just put little Tommy to bed when suddenly they heard him crying hysterically. They rushed anxiously into the bedroom where they found five-year-old Tommy sitting up in bed. Tears were flowing down his cheeks. This was unusual because Tommy seldom cried.

Tommy had accidentally swallowed a 5p piece and was sure he was going to die immediately. It wasn't really serious because the 5p had gone all the way down, but no amount of explaining could change Tommy's mind. To calm him down, Tom palmed a 5p piece from his pocket and pretended to find it behind his son's ear.

Before he could stop him, the little lad grabbed the 5p from his dad's hand, immediately swallowed it, and demanded cheerfully: "Do it again, Dad!" Unfortunately for Tommy, all his dad had left in his pocket was a 50p piece!

Semi colon ; - things to note

- the semi-colon separates two complete sentences;
- the second sentence has a strong relation to the first sentence;
- the semi-colon can be used **in the place** of a conjunction;
- do **not** use a capital letter after a semi-colon unless it would have one anyway; for example 'I' or a proper noun such as a name.
- we also learn some; others sentences as a way to incorporate semi-colons

Add semi-colons where appropriate and explain why they are there.

1. We missed the last bus we had to walk all the way home.

2. Dogs are pack animals cats are solitary creatures.

3. Gabe has taken up the guitar I pity his poor neighbours.

4. A smile is the shortest distance between friends smile a lot.

5. Girls are from Venus boys are from Mars that's a scientific fact.

6. Amber wore a white dress for the wedding Archie wore his kilt.

7. You said robbing the bank would be easy why are we in prison then?

Warning!

Some students are so thrilled by semi-colons that they splatter them all over their writing. Do not do this. Use only two or three in any piece of writing. If you use too many, it just looks silly - and you'll probably get them wrong.

Useful websites

Reading

<http://www.everyschool.co.uk/english-key-stage-2-comprehension-2.html>

<http://www.topmarks.co.uk/english-games/7-11-years/reading>

Writing

http://www.bbc.co.uk/bitesize/secondlevel/literacy_and_english/writing/leaflets_and_posters/play/popup.shtml

Grammar

http://www.bbc.co.uk/bitesize/secondlevel/literacy_and_english/writing/punctuation/play/

<https://hwb.wales.gov.uk/cms/hwbcontent/Shared%20Documents/VTC/2012-13/flitwits/eng/literacy//ottozoom-apostrophes/index.html#/otto-zoom---apostrophes>

https://hwb.wales.gov.uk/cms/hwbcontent/Shared%20Documents/vtc/apostrophes_possess/eng/Introduction/default.htm

<http://www.grammar-monster.com/>

Conjunctions Coordinating and subordinating (see below)	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i> Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>]
Pronouns	I, me, you, they, it, them, yourself, that, which, none, something etc.
Possessive pronouns	Refer to what people have or possess e.g. their, our, mine, yours, his, hers
Relative pronouns	<i>who, which, where, when, whose, that,</i>
Prepositions	Expressing time, place and cause using prepositions, [for example, <i>before, after, during, in, because of</i>]
determiners	Determiners introduce a noun and provide some information about but do not describe it most common - the a an Can include others: His son, five cats, more cars, some juice
Statements	Punctuated with full stops
Questions	Punctuated with full stops and contain a question mark.
Commands	Punctuated with a question mark. ?

Exclamations

Begin with an imperative 'bossy' verb e.g. Mix the ingredients together.

Clauses

Punctuated with an exclamation mark. ! Begin with 'What' or 'How' /

Relative clauses

Clauses that start with a relative pronoun (see above) e.g. the boy **,who was four,** was an excellent dancer.

Subordinate clauses

Clauses that don't make sense on their own.

Yesterday I went to the shop, **to buy a packet of crisps.**

'Yesterday I went to the shop' - is a main clause because it can stand alone and still make sense.

'**to buy a packet of crisps**' wouldn't make sense if you just came out with it - It is a subordinate clause.

Noun phrases

Noun phrases are groups of words that work together and contain a noun.

e.g. "The girl"

Expanded noun phrases give extra detail.

e.g. "The tall girl"

Co-ordinating conjunctions

Joining words and joining clauses

Need to be learned
Co-ordination: For, and, nor,
but, or, yet, so.
FANBOYS is the acronym used
to remember them.

Subordinating conjunctions

All the other conjunctions! E.g.
*when, if, that, because, while,
although, where, until, if,
though, when, since, that,
before, after, as, whenever*
These are only a few - there
are many!
I SAW A WABUB is the
acronym used to remember
some of them.

Sentences

Tense agreement

Correct choice and consistent
use of present tense and past
tense throughout writing

Subject-verb agreement

Regular plural noun suffixes -s
or -es, [for example, *dog, dogs;
wish, wishes*], including the
effects of these suffixes on
the meaning of the noun
Ensuring correct subject and
verb agreement when using
singular and plural
We were playing games.
(instead of *We was playing
games* - bad grammar)

Subject and object

Subject - who or what
'performs the action' of the
sentence

Object - has the object done
to them/it

e.g. Dave ran to the shop .

Dave = subject

Ran = verb/action

Shop = object

Always the same order of
subject, verb, object.

Subjunctive verbs forms

A wish or intention for the
future

If I **were** rich, I would buy
everyone a house.

If Roger **were** an honorable
spy, he would not reveal the
atomic secret hidden in the
bean burrito.

Question tags

He is good, **isn't he?**

That was a good film, **wasn't
it?**

You like sweets, **don't you?**

Passive and active

Active:

Zoe chased the elephant

I cooked the spaghetti.

Passive:

The elephant was chased by

Zoe.

The Spaghetti was cooked by me.

Quick rule of thumb - if the verb is followed with the word 'by' it's normally a passive sentence.

Commas to clarify meaning

Using commas to clarify meaning or avoid ambiguity in writing

Slow children crossing.

Slow, children crossing.

They're off home work to do.

They're off home, work to do.

Commas after fronted adverbials

'Fronted' adverbials are 'fronted' because they have been moved to the front of the sentence, before the verb. In other words, fronted adverbials are words or phrases at the beginning of a sentence, used to describe the action that follows.

e.g.

Before the sun came up, he ate his breakfast.

Under the clock, he stood and waited.

All night long, she danced.

Inverted commas

Use of inverted commas and other punctuation to indicate direct speech [for example a comma after the reporting clause and end punctuation within inverted commas]

Apostrophes

Apostrophes to mark singular possession in nouns

Apostrophes to mark plural possession

The grammatical difference between plural and possessive -
s

Apostrophes to mark contracted forms - doesn't isn't wouldn't etc.

Adverbials

The use of *-ly* in Standard English to turn adjectives into adverbs

Expressing time, place and cause using adverbs, [for example, *then, next, soon, therefore*]

Indicating degrees of possibility using adverbs [for example, *perhaps, surely*]

Simple past tense

Usually ends in *-ed* e.g. played, cooked, stared. Except for irregular verbs ran, said, spoke etc. that need to be learned

Past Progressive
Present Progressive

Past progressive: (instead of
simple past - I worked)
I **was** working
You **were** working
He/she **was** working etc.
Present progressive (instead of
simple present - I work)
He/She **is** working
I **am** working

Present perfect

You **are** working etc.
Instead of simple past tense
(e.g. looked)
I **have** looked
You **have** looked
He/She **has** looked etc.

Modal verbs

Indicating degrees of
possibility using modal verbs
Would, should, can and will