

Helping your child to read and
write at home.

Ryecroft C.E. Middle School



Support Guide for English in
Year 5.

By the end of Year 5, children should be able to:

- Read and discuss a broad range of genres and texts
- Identify and discuss themes in a story
- Recommend books to others
- Learn poetry by heart
- Draw inference (reaching a conclusion about what they have read, using clues from the text) and make predictions
- Discuss authors' choice of words
- Find and present information from non-fiction texts.
- Take part in formal presentations and debates.

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			

A list of questions to ask when your child is 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.

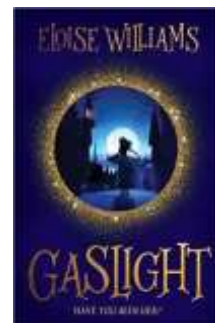
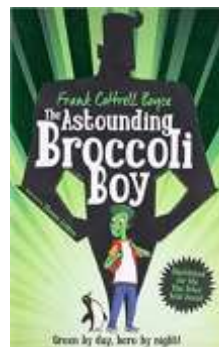
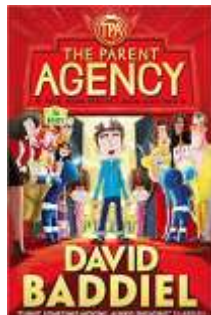
KS2 Content Domain Reference	VIPER
2a Give/explain the meaning of words in context	Vocabulary
2b retrieve and record information/ identify key details from fiction and non/fiction	Retrieve

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 5

Here at Ryecroft C.E 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 5, it is important that they read a variety of types and genres.

Title	Author
Malamander	Thomas Taylor
Artemis Fowl	Eoin Colfer
Who let the Gods out?	Maz Evans
Beetle Boy	M.G. Leonard
The Wolf Rider	Katherine Rundell
The Butterfly Lion	Michael Morpurgo
Clockwork	Philip Pullman
Hacker	Malorie Blackman
A series of unfortunate events	Lemony Snicket
The miraculous journey of Edward Tulane	Kate DiCamillo
The Parent Agency	David Baddiel
The silly book of side splitting stuff	Adam Seed
Gaslight	Eloise Williams
Letters from the Lighthouse	Emma Carroll
The Astounding Broccoli Boy	Frank Cottrell Boyce
Fuzzy Mud	Louis Sachar
When Hitler Stole Pink Rabbit	Judith Kerr



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 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.



Dawn was casting spun-gold threads across a rosy sky over Sawubona Game Reserve as Martine Allen took a last look around to ensure there weren't any witnesses. She leaned forward like a jockey on the track, wound her fingers through a silver mane, and cried, 'Go, Jemmy, go.'

The white giraffe sprang forward so suddenly that she was almost unseated, but she recovered and, wrapping her arms around his neck, quickly adjusted to the familiar rhythm of Jemmy's rocking-horse stride. They swept past the dam and a herd of bubble-blowing hippos, past a flock of startled egrets lifting from the trees like white glitter, and out onto the open savannah plain. An early morning African chorus of doves, crickets and go-away birds provided a soundtrack.

13 Look at the first paragraph, beginning: *Dawn was casting...*

How do you know that Martine wanted to keep this ride a secret?

1 mark

Writing

By the end of Year 5, most children should be able to...

- Have secure spelling
- Use a thesaurus
- Use legible, fluent handwriting
- Plan writing to suit an audience and purpose
- Develop character, setting and atmosphere in narrative
- Use organisational and presentational features in their writing (headings, subheadings)
- Use consistent appropriate tense
- Proof-read and edit work independently
- Perform their own compositions

Here are some suggestions of ways you can help your child with writing 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?
- 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 you 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.</p> <p>http://www.unitykid.com/signlanguage.html</p> <p>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 writing?</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	Look, Say, Cover	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/ly	yacht	
correspond	individual		
criticise	interfere		

Grammar

By the end of Year 5, most children should be able to...

- Use relative clauses, beginning with who, which, where, when, whose, that, or an omitted relative pronoun
- Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)
- Link ideas across paragraphs using adverbials of time (e.g. later, before, then), place (e.g. nearby, far away) and number (e.g. secondly, finally) or tense choices (e.g. he had seen her before)
- Use brackets, dashes or commas to indicate parenthesis (used to show additional information in your sentence.) For example, While on holiday in London, Simon Schmidt (a fireman from New York) rescued a cat from a tree.

Key Words:

Modal verb, relative pronoun, relative clause, parenthesis, brackets, dashes, cohesion, ambiguity.

Grammar Punctuation and Spelling 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 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

Grammar activities:

The comma – what it is and when to use it.

Lots of people get confused about using the comma. We learn to use them for the following:

- *to separate items in a list*
- *to indicate parenthesis, within a sentence, when using an embedded clause*
- *to separate direct speech from a reporting clause*
- *to avoid ambiguity (see Grandma example below)*
- *to separate main and subordinate clauses*



With your adult, add the commas to these sentences:

1. Everyone brought flour milk eggs and sugar to class.
2. The Head teacher wants to see Jodie Jamal Tom and Nafissa.
3. Come here Hilary.
4. "Sit down here" she said.
5. Jane said "I think it's going to rain."
6. If at first you don't succeed try try again.
7. My dog a black and white terrier is called Roxy.
8. Whitstable a small town in Kent is five miles from Canterbury.
9. Katie one of the brightest girls in the class got 100% in the test.
10. I think I've learned to use full stops question marks exclamation marks and commas correctly.

I beg your pardon...what did you say?

The children must be able to use different sentence functions and identify them e.g. questions, statements, commands and exclamatory. It is also important that they punctuate their sentences correctly and consistently e.g. capital letters, full stops, apostrophes etc.

Re-write these sentences, putting in the inverted commas and any commas, exclamation marks, question marks, apostrophes or capital letters that are needed in these sentences.

dont do that he shouted.

why not I asked him.

because I don't like it he replied.

tough luck I laughed.

that's not an answer he screamed

I told him dont shout like that.

he asked why not?

I replied because I dont like it.

he laughed tough luck then.

we both laughed and said enough let's go home

THE GREAT ADVERB SEARCH

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.

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!

Year 5 Grammar Glossary:

Year 5: Detail of content to be introduced (statutory requirement)

Word	<p>Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</p> <p>Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p> <p>Children will be expected to use thesauruses to improve their selection and variety of vocabulary - this can be a focus at home for any piece of writing.</p>
Sentence	<p>Relative clauses beginning with who, which, where, when, whose, the only exception is 'that'</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p>
Cohesive texts	<p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p>

Punctuation	<p>Brackets (), dashes - or commas , to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p>
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Year 5 Grammar Terminology

Modal verb	<p>Modal verbs are used to change the meaning of other verbs. They can express meanings such as certainty, ability, or obligation. The main modal verbs are will, would, can, could, may, might, shall, should, must and ought.</p>	<p>I <u>can</u> do this maths work by myself. This ride <u>may</u> be too scary for you! You <u>should</u> help your little brother. Is it going to rain? Yes, it <u>might</u>.</p>
Relative pronoun	<p>A relative pronoun is used to connect a clause or phrase to a noun or pronoun. You see them used every day with the most common relative pronouns being: who, whom, which, whoever.</p> <p>whomever, whichever, and that.</p>	<p>Spaghetti, <u>which</u> many of us enjoy, can be messy.</p> <p>This is the book <u>that</u> everyone is talking about.</p> <p>She wrote to the person <u>whom</u> she had met last month.</p> <p>We didn't bring the receipt, <u>which</u> was a big mistake.</p> <p>I have a friend <u>whose</u> cat is annoying.</p>

<p>Relative clause</p>	<p>A relative clause is a special type of subordinate clause that modifies a noun. It often does this by using a relative pronoun such as 'who' or 'that' to refer back to that noun.</p>	<p>In the examples, the relative clauses are underlined, and both the pronouns and the words they refer back to are in bold.</p> <p>That's the boy <u>who lives near school.</u></p> <p>[who refers back to the boy]</p> <p>Tom broke the game, <u>which annoyed Ali.</u></p> <p>[which refers back to the whole clause]</p>
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<p>Parenthesis</p> <p>Bracket ()</p> <p>Dash</p> <p>Commas</p>	<p>Parentheses are <u>punctuation</u> marks (either <u>commas</u>, <u>dashes</u> or <u>brackets</u>) which are used in pairs to demonstrate additional information in a <u>sentence</u>.</p> <p>The additional information is called a <u>parenthesis</u>. e.g. commas, dashes, or brackets.</p>	<p>Mrs Allan, 64 at the time, rang the police immediately. (Commas have been used as parentheses.)</p> <p>Due to pub quizzes, Buzz Aldrin — the second man on the Moon — is now as famous as Neil Armstrong. (Dashes have been used as parentheses.)</p> <p>Mrs O'Grady's other macaw (called 'Billy Two') rides a motorized skateboard. (In this example, brackets have been used as parentheses.)</p>
<p>Cohesion</p>	<p>A text has cohesion if it is clear how the meanings of its parts fit together. <u>Cohesive devices</u> can help to do this. (Glue ideas together)</p> <p>In the example, there are repeated references to the same thing (shown by the different style pairings), and the logical relations. such as time and cause, between different parts are</p>	<p>A visit has been arranged for Year 6, to the Mountain Peaks Field Study Centre, leaving school at 9.30am. This is an overnight visit. The centre has beautiful grounds and a nature trail. During the afternoon, the children will follow the trail.</p>

<p>Ambiguity</p>	<p>Anything that is said to be ambiguous is open to more than one interpretation.</p> <p>Sentences and words that are ambiguous have more than one possible meaning.</p>	<p>“Put the box on the table by the window in the kitchen” is an ambiguous sentence. It could mean any of the following:</p> <ul style="list-style-type: none">□ Put the box onto the table that is by the window in the kitchen.□ Take the box that is on the table and put it by the window in the kitchen.□ Take the box off the table that is by the window and put it in the kitchen.
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Here are some suggestions of ways you can help your child at home to read and write:

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 them to summarise, make predictions and support their ideas with relevant evidence from the text.

Poetic licence!

Practice using figurative language: similes, metaphors, personification, onomatopoeia and hyperboles. You can write poems, stories and character descriptions together.

This will improve your descriptive writing. You could write alliterative sentences. Who can make the longest sentence? When might we use alliteration?

Rabbit... The ravishing rabbit rowed over the river and replaced his roller boots with red rock and roll rattles.

Dictionaries help here!!

You can you the links below to help:

<https://www.bbc.co.uk/bitesize/topics/zfkk7ty>
<https://www.bbc.co.uk/bitesize/articles/z6n6dp3>

Complete the simile...

Practise sharing similes. Start with the most basic...as hot as..., as tall as..., the moon is like....

Now ... extend the sentences - five words, six words and so on. Who can come up with the most complicated?

...as hot as the underground in July!

Keep extending...

...as slow as an old tortoise whose battery has run down...

Change the simile to a metaphor by removing like or as to say it **is** something else.

The tortoise **is** a run-down battery.

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/>

http://www.bbc.co.uk/bitesize/ks2/english/spelling_grammar/

<http://www.topmarks.co.uk/Flash.aspx?e=spelling-grammar01>

<http://www.funbrain.com/grammar/>

<http://learnenglishkids.britishcouncil.org/en/grammar>

<http://www.crickweb.co.uk/ks2literacy.html>

Grammar Terminology for Primary Aged Pupils

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
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 and contain a fact.

Questions

Punctuated with a question mark. ?

Commands

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

Exclamations

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

Clauses

A 'unit' of words that has a noun and a verbs (plus whatever other information it need to express an idea)

Dad washed the smelly socks.

The cat sat on the mat. My sister likes dancing.

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 -

Those of my brothers' toys.

That is my sister's pen.

Apostrophes to mark contracted forms/ omission -
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
You **are** working etc.

Present perfect

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

