

The Grammar Curriculum



Why the workshop?

Why grammar and punctuation matter

Let's eat Grandma!



Let's eat, Grandma!



Why grammar and punctuation matter



Why grammar and punctuation matter

Twenty five-dollar bills.

\$100

Twenty-five dollar bills.

\$25

Hyphens matter.

Why grammar and punctuation matter

I'm sorry I love you.



I'm sorry; I love you.



Semicolons matter.

Year group expectations

Year 1

Year	Topic	Examples	Terminology
1	Using full stops and capital letters to demarcate sentences	We sailed to the land where the wild things are.	Sentence Word Letter Capital letter Full stop
	Use capital letters for proper names and for the pronoun I	My name is Rosie and I have a dog called Woof.	Name Capital letter
	Using 'and' to join sentences	<i>The wild things waved their terrible claws and I told them to be quiet.</i>	Joining words
	Introduce children to nouns, adjectives and verbs as doing words		Nouns, adjectives, verbs
	Using a question mark at the end of a sentence to indicate a question	<i>Why did Max want to come home?</i>	Question Question mark
	Using an exclamation mark at the end of a sentence to indicate an exclamation	<i>There was a terrible mess!</i>	Exclamation Exclamation mark

Year 2

2	Demarcate sentences using capital letters at the start and full stops, exclamation or question marks at the end.	<i>The doorbell rang. Who could it be? Mummy answered the door and got a surprise. There was a tiger!</i>	Sentence Capital letter Full stop Question mark Exclamation mark
	Recognise different types of sentences (statement, command, question, exclamation)		Statement Command Exclamation Question
	Use commas in making lists	<i>The endangered animals we are looking at are: tigers, pandas, whales and cheetahs.</i>	Comma
	Use adjectives to describe nouns	<i>The wild tiger, the black bear and the swimming whale.</i>	Noun Adjective
	Use conjunctions to join ideas in longer sentences Co-ordination: using 'and', 'or' and 'but' (Compound) Subordination: using 'when', 'where', 'if', 'that' and 'because' (Complex)	Children need to start using compound and complex sentences in their writing: <i><u>When</u> the tiger came to tea, he ate up all the food <u>and</u> drank up all the water. <u>If</u> another tiger comes to tea, we have some tins of tiger-food.</i>	Conjunction Coordinating conjunction Subordinating conjunction

Year 2

Use and distinguish past and present text	In a story it is often past tense: <i>The tiger went to the cupboard and took out all the tins. He drank up all the water in the tap.</i> In a description of something which is true now, it is present tense. <i>My favourite colour is red. I like playing princesses and magic games best.</i>	Verb Tense Past Present
Use of progressive form of verbs in present and past tense	She is drumming, He was shouting	
Use adjectival phrases to describe nouns	The tiger who came to tea was lovely and gentle.	Adjectival phrase
Use expanded noun phrases for description and specification	The blue butterfly, Plain flour, The man on the moon	Expanded noun phrase
Use apostrophes for contracted forms – relate this to differences between spoken & written English To use apostrophes to mark singular possession	Encourage children to write speech in a realistic way, e.g. I don't want to come home!	Apostrophe

Year 3

3	Recognise simple sentences and begin to recognise compound and complex sentences	Encourage children to extend their sentences using joining words (conjunctions). They can join simple <u>sentences</u> (clauses) <i>The boat arrived late <u>and</u> the man walked down the gangway.</i> They can add a subordinate clause to a sentence <i><u>When</u> the rain stopped, the girls went back to the playground.</i>	Sentence Conjunction
	Recognise different types of sentences (statement, command, question)		Statement Command Exclamation Question
	Use the determiners a or <u>an</u> correctly according to whether the next word begins with a consonant or vowel.	A rock An open box	determiner
	Use and recognise nouns, adjectives and adjectival phrases	Explain what a noun is, and how an adjective or adjectival phrase can modify the noun: <i>Mrs Coles' house was <u>noisy</u>, <u>loud</u> and <u>messy</u>. Peter and Poppy, <u>who were my age</u>, looked after me very nicely.</i>	Noun Adjective
	Use powerful verbs Introduce the idea of a verb	Explain the concept of a verb and encourage children to use powerful verbs in their writing Not: <i>I <u>went</u> out of the room</i> but <i>I <u>stormed</u> out of the <u>room</u> ...</i> or <i>I <u>plodded</u> out of the room</i> <i>I <u>crept</u> out of the room...</i>	Verb

Year 3

Introduce the idea of tense in verbs	Explain the concept of a verb and help children to recognise these. They also relate the tense of verbs used to the type of writing. E.g. narrative is usually past tense, description can be present tense. <i>She <u>ran</u> along the road and <u>saw</u> the robber vanishing down a trapdoor. My friend <u>has</u> red hair, blue eyes and <u>is</u> always telling jokes.</i>	Verb Past tense Present tense
Use of the present perfect form of verbs instead of the simple past	<i>He has gone out to play contrasted with He went out to play</i>	
Use dialogue in narrative or in drama Use of inverted commas	Start by relating speech bubbles to speech marks. Make sure what is inside the speech bubble (marks) is what we or the characters SAY. <i>"I'm hungry!" yelled the big, bad wolf. "Give me some FOOD!"</i>	Inverted commas or speech marks Direct speech
Extend the range of sentences with more than one clause. Co-ordination: using 'and', 'or' and 'but' (compound) Subordination: using a wider range of conjunctions to add subordinate clauses (complex).	Extend children's use of longer sentences in their writing, so they frequently use sentences with at least one subordinate clause. Use joining words (conjunctions) such as: and, or, but, if, when, where, because, so, although, etc.	Conjunction Clause

Year 4

4	Use adverbs to modify verbs	Children need to understand that we can not only say <u>that</u> something is done or happened, but also HOW. <i>She went off <u>happily</u> to see her granny.</i> <i>He kicked the ball <u>furiously</u> into the wall.</i>	Adverb
	Use conjunctions to express time or cause	Extend children's use of complex sentences by encouraging them to think about how, when, where or why something was done or happened. <i>Dad tripped on the stairs <u>because</u> the cat was lying there.</i>	Conjunction Clause Sentence Subordinate clause
	Use prepositions to express time and place	Help children make their writing more interesting by using prepositional phrases. <i><u>With a heavy heart</u>, the princess put the frog back in the pond.</i> <i>He kicked the ball right <u>over</u> the wall.</i>	Preposition Phrase
	Person – understanding that writing can be third or first person	Children need to become aware that writing can be 'She did this...' or 'I did this...'. We can write in the 3 rd or the 1 st person.	Verb
	Use adverbs and adverbials (prepositional phrases which act as adverbs)	Extend children's understanding of adverbs, showing them how to use a phrase to say HOW something is done or HOW it happened.	Adverb
	Use commas after or before phrases and clauses	Introduce the idea of a 'short pause' which does not merit a new sentence but does require a comma. Show <u>chn</u> how we can use commas before or after phrases or clauses. <i>After the door slammed, the class sat in total silence.</i> <i>As light as a bird, the glider disappeared into the clouds.</i>	Comma

Year 4

Pronouns – using pronouns to avoid repetition or ambiguity and to add clarity and cohesion	<p>Encourage children to use pronouns to help them <u>make sense</u> and <u>be clear</u>:</p> <p>1. Avoid repetition: <i>While Sam watched the TV programme. Sam finished making his Lego spaceship.</i></p> <p>2. Avoid ambiguity: <i>Mary wanted to help her granny and she was feeling very tired.</i></p> <p>3. Add to the cohesion: <i>When she went to bed, <u>Mog</u> was feeling rather full of milk and cat food.</i></p>	Pronoun
Use dialogue in narrative or in drama, emphasising the differences between spoken and written speech.	<p>Extend children's use of dialogue, consolidating the use of speech punctuation and ensuring that what is in the speech marks is what is SAID, not what might be written. Correct use of other punctuation, <u>eg</u> the comma after the reporting clause.</p> <p>E.g. We can use contracted forms, and we can use slang...</p> <p><i>"Give me a break," sneered Tom, "You can't expect me to believe that!"</i></p> <p><i><u>"Ger'off,</u> you're hurting me," Sam told his younger brother.</i></p>	<p>Inverted commas or speech marks</p> <p>Direct speech</p>
Standard English for verb inflections instead of local spoken forms	<p>We were (instead of <u>we was</u>)</p> <p>I did (instead of I done)</p>	Standard English
Use the possessive apostrophe	<p>Use for singular and plural nouns.</p> <p><i>Joanna's temper was rising fast.</i></p> <p><i>He really wanted his brother's football shirt.</i></p> <p><i>All the dogs' dinners had been stolen.</i></p>	Apostrophe
Use fronted adverbials	<p>Extend children's use of adverbs by encouraging them to start their sentences with an adverbial.</p> <p><i><u>In total silence</u>, the children tiptoed along the corridor.</i></p> <p><i><u>Without blinking</u>, Max stared into all their yellow eyes.</i></p>	<p>Adverbial Phrase</p> <p>Fronted adverbial</p>

Year 5

5	<p>Use a wide range of conjunctions to create compound and complex sentences</p> <p>Identify whether a conjunction is subordinating or coordinating</p> <p>Identify main clause, subordinate clause and subordinating conjunction in a sentence</p>	<p>Consolidate children's use of 'and', 'but' and 'or' to write compound sentences and their use of other conjunctions to create complex sentences with subordinate clauses.</p>	<p>Conjunction</p> <p>Complex sentence</p> <p>Compound sentence</p> <p>Main clause</p> <p>Subordinate <u>clase</u></p> <p>Subordinating conjunction</p> <p>Coordinating conjunction</p>
	<p>Use relative clauses beginning with 'who', 'which', 'where', 'why' or 'whose'.</p> <p>Identify relative pronouns</p>	<p>Extend children's use and knowledge of subordinate clauses.</p>	<p>Relative clause</p> <p>Relative pronoun</p>
	<p>Use commas to clarify meaning or avoid ambiguity</p> <p>Use of commas to separate clauses when conjunction at start of sentence</p>	<p>Encourage children to read their work for sense and meaning, and to punctuate short pauses with commas.</p>	<p>Comma</p>
	<p>Use adverbials of time, place and number to link ideas across paragraphs</p>	<p>Encourage children to use paragraphs to break up their writing and to link ideas using words such as 'Earlier...' or 'Nearby...' or 'Secondly...'.</p>	<p>Adverbial</p>

Year 5

Recognise and identify determiners in sentences as words that introduce a noun	A, an, the Those, these, that, this One, two, sixth Most, may, lots, some	determiner
Use brackets, dashes or commas to indicate parenthesis	Help children to see that brackets, dashes and commas can all be used to indicate parenthesis <i>In the museum, the toys (always the most popular exhibit) are on display as you enter the hall.</i> <i>In the museum, the dinosaur – first seen from the stairs – is the largest exhibit they possess.</i> <i>In the museum, the fossils, never easy to display, have lights behind them.</i>	Bracket Dash Comma Parenthesis
Use semi-colons to link two independent clauses that are closely related		Semi colons
Recognise the difference between direct and indirect speech and relate to differences between informal and formal speech structures	<u>Chn</u> need to turn direct speech into indirect speech and recognise how the writing becomes more formal. <i>"I'll never admit that you're better than Arsenal," Fred growled as the Man U supporter tightened the headlock.</i> Turns into: <i>Fred refused to admit that Arsenal was inferior to Manchester</i>	Direct speech Indirect speech

Year 6

6	Use a wide range of conjunctions to create compound and complex sentences Identify whether a conjunction is subordinating or coordinating	Consolidate children's use of 'and', 'but' and 'or' to write compound sentences and their use of other conjunctions to create complex sentences with subordinate clauses.	Conjunction Complex sentence Compound sentence
	Use full stops, commas, exclamation marks, speech marks and question marks to punctuate sentences correctly.	Help children use punctuation correctly:	Full stop Comma Exclamation mark Question mark
	Use a wide range of adjectives and adjectival phrases, adverbs, adverbials and prepositional phrases to add description and elaboration to writing.	Consolidate children's use of description to enable them to express themselves in interesting ways.	Noun Adjective Verb Adverb Phrase Preposition
	Use expanded noun phrases to convey complicated information concisely	<i>The blue and white salts <u>left in the basin</u> can be placed in a jar for safe-keeping.</i> <i>The herd of deer we saw <u>earlier</u> have returned to the hillside.</i> (A good test of a noun phrase is that the whole thing can be replaced by a pronoun.)	Noun Phrase
	Use semi-colons or dashes	Show children how we can use a semi-colon to indicate a pause longer than a comma and we can use a dash to indicate a further thought. <i>The woolly mammoth was thought to have died out after the ice-age; the weather became too hot for them to survive.</i> <i>Simon absolutely refused to apologise – he was convinced he had done nothing wrong.</i>	Semi-colon Dash

Year 6

Distinguish between informal and formal vocabulary and sentence structures	Encourage <u>chn</u> to see how we can use speech structures in informal writing and appropriate structures such as the subjunctive in formal writing. E.g. <i>He really gave that his best <u>shot didn't he</u>?</i> [Informal speech structure] <i>She is really not going to change her mind, <u>is she</u>?</i> [Informal speech structure] <i>If I were you, I would go and say sorry to Jimmy.</i> [Subjunctive] <i>If the planet were to warm more than 3°, scientists think that much of the UK would be under the sea.</i> [Subjunctive]	Subjunctive mood
Use bullet points and punctuate correctly Use colons and semi-colons in punctuating bullet points	Encourage children to use bullet points in non-fiction writing.	Bullet points Semi-colon Colon
Use hyphens to avoid ambiguity	Help children to see that a hyphen can change the meaning: <i>'man-eating shark'</i> is different from <i>'man eating shark'</i> <i>'cat-hating woman'</i> is different from <i>'cat hating woman'</i> <i>'re-cover'</i> is different from <i>'recover'</i>	Hyphen
Identify the subject and object in a sentence		Subject object
Use passive voice to present information in an objective way Convert between active and passive voice	Demonstrate to children how we can describe an incident without saying who did it! Show children how the passive voice helps us to report something without allocating responsibility. <i>The window <u>was broken by a football</u> being kicked through it.</i> <i>The kittens <u>were placed</u> on the doorstep of the orphanage.</i> <i>John <u>was punched</u> in the chest.</i>	Passive voice

Punctuation

Punctuation

- ▶ Full stops . question marks ? and exclamation marks ! - demarcate sentences
- ▶ Commas , Used to separate items in a list, also used to separate parts of sentences and to indicate parenthesis *My brother, who thinks he's really cool, never brushes his hair.*
- ▶ Apostrophes ' to indicate omission (can't) and possession (the lion's tail)
- ▶ Inverted commas “ to demarcate direct speech (sometimes called speech marks)
- ▶ Brackets () to indicate parenthesis *My brother (the scruffiest boy in history) never brushes his hair.*
- ▶ Dashes - to mark the boundary between independent clauses and to indicate parenthesis *My brother - Jason - never brushes his hair.*
- ▶ Hyphens - to join words together for compound words (dining-table) or to avoid ambiguity (re-cover as opposed to recover)
- ▶ Semi-colon ; to mark the boundary between independent, but related, clauses (It's raining; I'm fed up) and to separate ideas within lists (a large green table; three purple chairs; a large vase of flowers)
- ▶ Colon : to introduce a list and to mark the boundary between independent clauses where the second one clarifies the first one

Some children like to play tag at playtime; others like to play quieter games.

instead of...

Some children like to play tag at playtime **but** others like to play quieter games.

There is only one thing to do now: confess while you have the chance.

My English teacher is wonderful: he makes learning grammar fun and easy to learn.

Spices are used in Indian cooking: it enhances the flavour of curries and other spicy dishes.





The weather has been really damp for weeks: our town will start to flood soon.

Grammar

Nouns

Nouns

Nouns are naming words. You need to know the different types of nouns and be able to spot them in a sentence. Use this table to help you identify different types of nouns:

Common Nouns	<p>These are straightforward, everyday words for things. They can be singular or plural. They are words like:</p> <p>chair, pen, pencil, bike, house, monkey, elephant, fish, cheeseburger</p>	
Proper Nouns	<p>Proper nouns are the names for particular people, places, or things. They also include days and months. Proper nouns should always start with a capital letter.</p> <p>River Mersey, London, Mr Smith, Scarlett, Rohail, Tuesday, December, Sandown Street</p>	
Collective Nouns	<p>Collective nouns are the special names for groups.</p> <p>a crowd of people, a herd of reindeer, a gaggle of geese, a swarm of bees, an army, a pack of wolves</p>	
Abstract Nouns	<p>These are names of things you can't see, touch, taste, smell or hear. They are used to name ideas and concepts such as:</p> <p>friendship, love, fear, education, politeness, beauty</p>	

Verbs

Verbs

Verbs are words that tell us what is happening in a sentence. They are often referred to as doing or being words. If a sentence doesn't have a verb, it's NOT a sentence. Here are some examples of verbs in sentences.

Stop the car!

The boy **ran** across the playground.

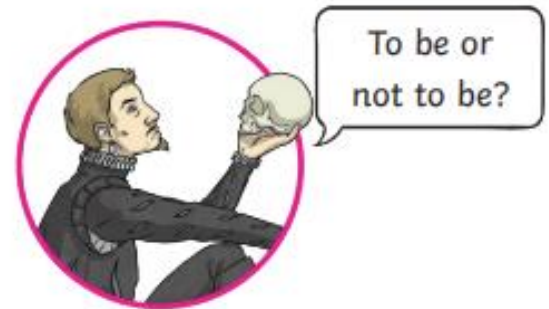
They **eat** strange food.

She **is painting** the wall. ←

Sentences can contain more than one verb!

The Verb 'To Be'

A tricky one for children is the verb 'to be' as they don't always recognise it as a verb. That's why it is important that verbs are referred to as doing and being words. 'To be' is an irregular verb so use the table below to help you identify it in its different tense forms.



QUESTION...

38

Write a sentence using the word point as a **verb**.
Do not change the word.
Remember to punctuate your sentence correctly.

Write a sentence using the word point as a **noun**.
Do not change the word.
Remember to punctuate your sentence correctly.

Adjectives

Adjectives

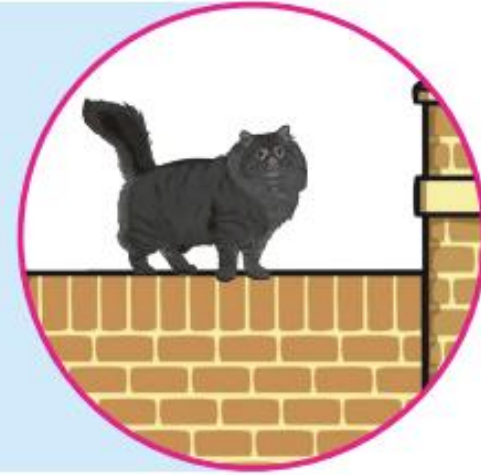
Adjectives are words used to describe nouns.

A **large, black** cat climbed along the **high** wall.

It is the **Spanish** flag.

A **colossal** giant.

The house was in **pristine** condition.



Adjectives can be used to describe: colour, size, shape, condition, age, personality, texture, feelings, appearance and origin/nationality.

You may have heard your child talk about **expanded noun phrases**...

Conjunctions

Co-ordinating Conjunctions

Conjunctions are words used to join clauses or sentences together. Firstly, children are taught co-ordinating conjunctions that are used to link two separate sentences together. They are often taught the acronym 'FANBOYS' to remember them:



Both parts of the sentence (or main clauses) on either side of the conjunction would make sense on their own.

It was getting late **and** Mia had to get ready for bed.

Nell needed a shower **so** she turned on the water.

Conjunctions

Subordinating Conjunctions

Your children are taught to use subordinating conjunctions to create complex (multi-clause sentences). A good way to remember some of the main subordinating conjunctions is:



I SAW A WABUB!

If Since As When Although
While After Before Until Because



Subordinating conjunctions are used at the start of subordinate clauses.

The children were allowed to play **until it got dark**.

Put up the posters **before the parents arrive**.

As she had won the race, she was happy.

Subordinate clauses do not make sense on their own. They can appear at the beginning and at the end of sentences.

QUESTION...

40

Tick one box in each row to show if the underlined conjunction is a **subordinating conjunction** or a **co-ordinating conjunction**.

Sentence	Subordinating conjunction	Co-ordinating conjunction
I like ice-skating <u>and</u> roller-skating.		
Jamie likes roller-skating, <u>but</u> he has never tried ice-skating.		
Jamie will go ice-skating <u>if</u> I go with him.		

1 mark

Complete the sentence below with an appropriate **subordinating conjunction**.

_____ football is his favourite sport, James also enjoys watching tennis on TV.

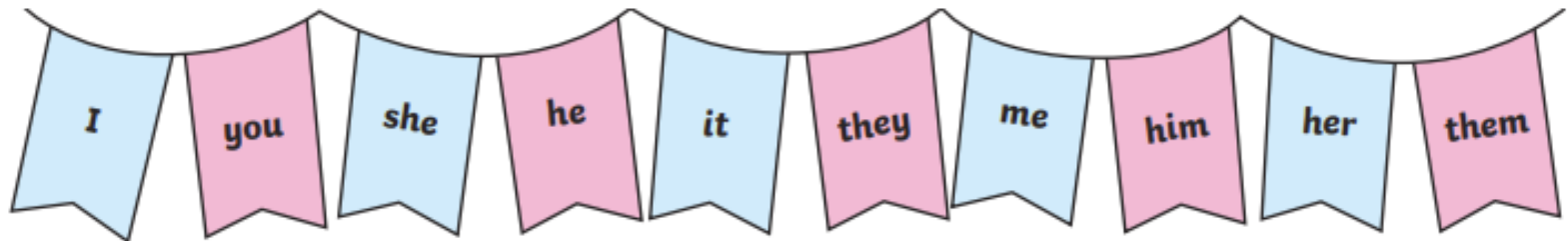
Pronouns

Pronouns

Pronouns are words that are used to replace a noun or a noun phrase. Without pronouns, spoken and written English would be very repetitive. For example:

Steven likes to play football. He practises every weekend.

In the second sentence, the pronoun 'he' refers to Steven. It has been used to avoid the repetition of using his name again. Please see below for a list of personal pronouns:



Pronouns

Possessive Pronouns

Possessive pronouns show ownership or who something belongs to. They are: mine, yours, his, hers, its, ours, yours, theirs.

Jack won the medal. The medal is **his**.

That's **mine**!

Relative Pronouns

Relative pronouns are: who, whose, which, where, when and that. They are used to add further information about a noun in a sentence. For example:

She lives in Manchester, **which** is in the North of England.

QUESTION...

Replace the underlined words in the passage below with the correct pronouns. Write one **pronoun** in each box.

Maggie and Helena wanted to visit the museum. Maggie and Helena



tried to go after school but the museum was closed.



Look at the underlined **pronoun** in the sentence below.
Circle the **noun** that it refers to.

Early bicycles did not have pedals, so riders had to push themselves along using their feet.

Adverbs

Adverbs

Adverbs are words that usually give more information about a verb (they can sometimes describe another adverb or clause) explaining how, when, where or why an action is taking place. Consider the following sentence:

I rode my bike.

If you add an adverb of manner, it gives more information about how the action in the sentence was done:

I rode my bike *quickly*. or ***Slowly*, I rode my bike.**

Adverbs can also be used to indicate the time, frequency or place of an action that takes place in writing. For example:

Time:

***Yesterday*, I rode my bike.**

Frequency:

I *always* ride my bike to school.

Place:

I rode my bike *outside*.

Adverbials

Adverbials

Adverbials are phrases (a small group of words) that function like an adverb. They usually express place (in the garden), when (early one morning) and how (like a flash of lightning) things happen. For example:

The birds flew **through the sky**.

I went for a walk **in the evening**.

The boy ate the chocolate **with a smile on his face**.



Fronted Adverbials

A fronted adverbial is a single word, phrase and or clause that comes at the front of the sentence (it comes before the verb or action it is describing). It is always separated from the main clause with a comma. For example:

Inside the sunken ship, a school of fish swam.

Later in the evening, they sat down to watch television.

Nervously, she walked onto the stage.

Prepositions

Prepositions

Prepositions are very commonly used words in the English language that explain where something is (beside, under, adjacent, inside), the direction something is moving (along, into, toward) or when something is happening (during, at 7 a.m., on Monday).

Children are expected to recognise a range of prepositions and know the difference between a preposition (used before a noun; for example: 'I sat before the stage.') and a subordinating conjunction (used to introduce a subordinate clause; for example: 'I had to finish my homework before I went out to play.').



On the table.



Under the table.

QUESTION...

Circle the three **prepositions** in the sentence below.

After the game, Omar and Alisha walked home with their grandparents, who lived across the road.

Determiners

Determiners

A determiner is a word that introduces a noun such as 'a', 'an', 'every', 'three', 'many' and 'those'.

The determiner 'the' is known as the definite article and the determiners 'a' and 'an' are known as the indefinite article.

Children are expected to use the forms of 'a' or 'an' according to whether the next word begins with a consonant or vowel. For example:



an exciting film



a wet and windy day



an amazing match

Subject and Object

Subject and Object

In an active sentence, the subject is the noun (person, animal or thing) that is doing the verb (action). All sentences have a subject. For example:

The wizard cast a powerful spell.

(The wizard is the one doing the action so he is the subject.)

The object is a noun (person, animal or thing) that is having the verb (action) done to it, for example:

The fisherman caught a fish.

(The fish is being caught so it is the object.)

Not all sentences have an object. For example:

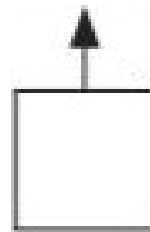
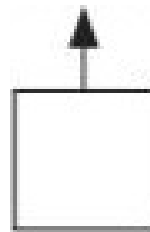
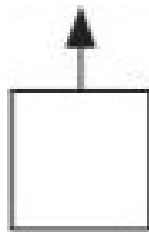
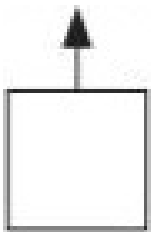
The witch cackled.

(The witch is the subject and cackled is the verb, but the witch is not cackling something, so there is no object.)

QUESTION...

Label each box with **subject (S)** or **object (O)**.

Sam baked cakes for charity and he sold them at breaktime.



Passive Voice

This is different in passive sentences.

The ball was caught by the dog.

In this sentence, the ball is being caught, which in an active sentence would make it the object, but because the sentence is passive, it becomes the subject.



The flowers were eaten by the snails.

In this sentence, the flowers are being eaten, which in an active sentence would make them the object, but because the sentence is passive, they become the subject.

QUESTION...

Which sentence is in the **passive**?

Tick **one**.

The manager has sent you an email.

☐

Our dog lost her new collar.

☐

The weather was very cold this winter.

☐

The meal was enjoyed by everyone.

☐

Rewrite the sentence below in the **passive**.
Remember to punctuate your answer correctly.

The noise of the traffic disturbed us.

Types of sentences

Statements

A statement is simply a sentence that tell you something. They usually end with a full stop (.).
For example:

The rainbow has many colours.

Henry VIII had six wives.

A statement can contain conjunctions and several clauses (often called a multi-clause sentence) so long as it still makes sense and finishes with a full stop (.):



**The bright and colourful rainbow appeared
after the terrible thunderstorm had hit.**

**Henry VIII, who was King of England in
Tudor times, had six wives.**



Types of sentences

Questions

A question sentence asks a question – it is a sentence used to find out information. They always finish with a question mark (?) and often start with an interrogative word such as why, how, who, what and which.

Why is your bedroom so messy?

Who were you playing with at break time?

Some questions don't start with an interrogative word and have a question tag at the end of the sentence.

You've been to Spain, haven't you?

You don't like broccoli, do you?

Types of sentences

Commands

Commands are sentences that tell you to do something. They are found in instructions but they can also be urgent, angry and very short. A command can end with a full stop (.) or sometimes an exclamation mark (!). They always contain imperative (bossy) verbs.

All these sentences are commands. They are all telling someone what to do. The first one doesn't sound as commanding as the others but it is still a command.

Please pass the salt.

Shut the door.

Smile.

Concentrate!


Mix the mixture together.




Types of sentences

Exclamations

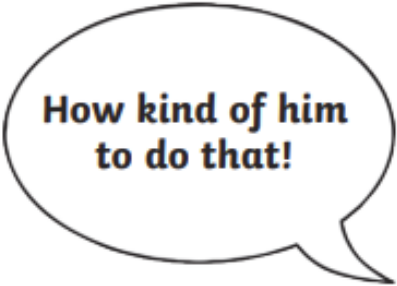
Exclamations start with the interrogative words 'what' or 'how', and always contain a subject and a verb.



**What amazing
children they
are!**

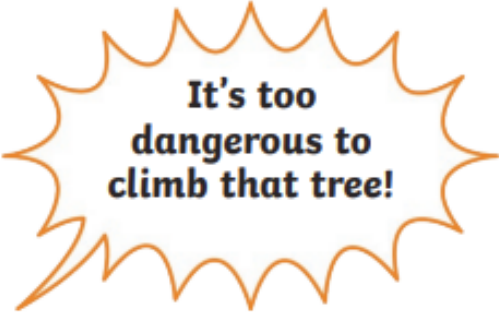


**How beautiful
you are!**



**How kind of him
to do that!**

Exclamation sentences should not be confused with using an exclamation mark for punctuation to show a heightened emotion (fear, surprise, shock, etc.)



**It's too
dangerous to
climb that tree!**



Be careful!



Smile!

Combining words, phrases and clauses

Sentences and Clauses

A sentence is a group of words that give a complete thought or idea. A sentence must contain a verb and a subject.

The **dog** **is** happy.

subject verb



From Foundation phase, children are taught to write sentences made up of more than one clause. A clause is a group of words that contains a subject and a verb. Main (independent) clauses can be a sentence themselves, such as 'she ran'. In the sentence below, two main clauses have been joined together using the conjunction 'and'. These are often called 'compound sentences'.

first main clause

The dog took his bone **and** he buried it in the garden.

second main clause

Combining words, phrases and clauses

Subordinate Clauses

The subordinate clause – also known as the dependent clause – begin with a subordinate conjunction or a relative pronoun and contain both a subject and a verb. They do not make sense on their own, therefore it is dependent on the main clause of the sentence in order for it to make sense.

Look at the following subordinate clauses, on their own they do not make sense:

after the bonfire was lit

because it was cold

who always does his homework

since it was early

They only make sense when we add a main clause to each subordinate clause:

subordinate
clauses

After the bonfire was lit, the fireworks started.

main
clauses

The boy put his coat on because it was cold.

Chris is a hardworking boy, who always does his homework.

Since it was early, Becky pressed snooze on her alarm clock.

Combining words, phrases and clauses

Relative Clauses

A relative clause begins with a relative pronoun. Relative pronouns are: who, whose, which, where, when and that. They are used to start a relative clause, which give extra information about a noun or pronoun in the sentence. They are usually demarcated using a comma (except when 'that' is used). For example:

She lives in Manchester, **which is in North West England.**

I don't like the clown, **who has a bright, red nose.**

Emma is my friend, **whose house is next door to mine.**

relative
clauses



A relative clause can also be embedded in a sentence. It is then separated from the rest of the sentence by commas. For example:

The cat, **who had bright eyes,** walked down the gloomy street.

Snow, **which is very cold,** can be used to make snowmen.

Usain Bolt, **whose hometown is Jamaica,** has won lots of medals.

Combining words, phrases and clauses

Noun Phrases

A noun phrase is part of a sentence that includes a noun – a person, place or thing – and the words which describe it. For example, we might find the word 'cat' in the sentence which is a noun. However, by adding modifiers to the noun we can gather more information about it or distinguish which cat we are talking about, such as:



a cat



Aunt Marge's cat



the frightened cat



my neighbour's cat



the ginger cat



the sleeping cat

All the noun phrases above refer to 'cat' but give more information about the specific cat being discussed in each sentence.

Children are taught to extend their noun phrases further by adding a further prepositional phrase, e.g:

The mewing, frightened cat with the arched back.

The mewing, frightened cat in my garden.

QUESTION...

Tick one box in each row to show whether the underlined clause is a **main clause** or a **subordinate clause**.

Sentence	Main clause	Subordinate clause
The school, <u>which has three playing fields</u> , opened in 1967.		
Although I had cycled to school, <u>I still had the energy for my lessons</u> .		
<u>We will be proud</u> if we try our best.		

1 mark

Rewrite the sentence below, adding a **subordinate clause**.
Remember to punctuate your answer correctly.

The children played on the swings.

1 mark

Other things the children will learn...

Tenses

Synonyms and Antonyms

Prefixes and Suffixes

Standard English and formality, including subject verb agreement

End of primary school
expectations

2024 national curriculum tests

Key stage 2

English grammar, punctuation and spelling

Paper 1: questions

47

Rewrite the sentence below in the **passive**.
Remember to punctuate your answer correctly.

The noise of the traffic disturbed us.

50

Circle the two adjectives that are **synonyms** in the sentence below.

The street was lined with grand houses; the modest cottage stood out amongst its imposing neighbours.

Key stage 2

English grammar, punctuation and spelling

Paper 2: spelling

Spelling 11: The word is **veins**.

Your **veins** carry blood to your heart.

The word is **veins**.

Spelling 12: The word is **league**.

We were delighted when our team won the **league**.

The word is **league**.

Spelling 13: The word is **chaos**.

There was **chaos** because of the snow.

The word is **chaos**.

Spelling 14: The word is **queue**.

We waited in the **queue** to buy tickets.

The word is **queue**.

Spelling 15: The word is **solution**.

I have a **solution** to your problem.

The word is **solution**.

11. Your _____ carry blood to your heart.

12. We were delighted when our team won the _____.

13. There was _____ because of the snow.

14. We waited in the _____ to buy tickets.

15. I have a _____ to your problem.

Spelling 16: The word is **reluctance**.

It was with some **reluctance** that Jon went upstairs to start his homework.

The word is **reluctance**.

Spelling 17: The word is **memorable**.

Sports day last year was a **memorable** event.

The word is **memorable**.

Spelling 18: The word is **persuasion**.

After some **persuasion**, Dad agreed that we could stay up late.

The word is **persuasion**.

Spelling 19: The word is **referring**.

Is this the book you were **referring** to?

The word is **referring**.

Spelling 20: The word is **nutritious**.

The cook served a **nutritious** meal.

The word is **nutritious**.