

Poulton Lancelyn's Grammar Progression



The purpose of this document is to chronologically organise everything that pupils need to know to be able to write confidently - incorporating all of the 2014 National Curriculum for grammar.

Explanations and examples have been added to provide clarity and possible illustrations for the children. It can be used from Key Stage 1 to Key Stage 2 and be passed on from teacher to teacher to provide information about what has already been taught and what needs further work or coverage

Noun progression	Explanation and examples
<p><u>Concrete nouns</u></p> <ol style="list-style-type: none"> 1. Know regular-count concrete nouns in the singular and plural, including non-count nouns 2. Know concrete nouns that have irregular plurals 3. Use the possessive apostrophe in regular singular and plural concrete nouns 4. Use the possessive apostrophe with irregular plural nouns 5. Use possessive apostrophes for nouns ending in "s" (common and proper nouns) 	<p><u>Concrete nouns</u></p> <ol style="list-style-type: none"> 1. Singular/plural regular-count nouns: <i>boy/boys, girl/girls, table/ tables</i> Non-count nouns have no plural, for example: <i>weather, furniture, sheep, deer, rice and water</i> 2. Irregular plurals: <i>bacterium/bacteria, child/children, die/dice</i> 3. Possessive apostrophe in regular singular and plural nouns <ul style="list-style-type: none"> - <i>the ball owned by one boy = the boy's ball</i> (apostrophe precedes the "s") - <i>the ball owned by a class of boys = the boys' ball</i> (apostrophe follows the "s") 4. Possessive apostrophe for irregular plural nouns <ul style="list-style-type: none"> - <i>The children own the ball = the children's ball</i> (unlike the regular plural, which places the apostrophe after the "s", with an irregular plural you place the apostrophe before the "s") - <i>The oxen's field</i> - <i>The women's changing rooms</i> 5. There is conflicting information about where and when to place an apostrophe after a word ending in "s". More commonly in newspapers and magazines, they place an apostrophe + "s" after a common noun ending in "s", eg, <i>The boss's wife</i> With a proper noun, they add an apostrophe after the "s", eg, <i>The Jones' house</i> There is no right or wrong answer, but find a rule and stick to it. 6. When a possessive apostrophe is being used for plural nouns already ending in s, the apostrophe can be used after the s, eg, <i>The ladies' toilets</i> (the toilets belong to the ladies)
<p><u>Pronouns</u></p> <ol style="list-style-type: none"> 1. <u>Personal pronouns</u> - knowing the difference between the subject (<i>I, she, we, he, it, they, you</i>) or 	<p><u>Pronouns</u> – some of the pronouns are also specific determiners (see below)</p> <ol style="list-style-type: none"> 1. Examples of the subject and object personal pronouns: <i>I am on holiday with <u>him</u>. <u>They</u> take <u>me</u> to school in their brand new car. <u>He</u> didn't understand <u>us</u>.</i>

object (*me, you, him, her, it, us, them*) personal pronouns

2. Possessive determiners: *my, your, his, hers, its, our, their*
3. Possessive pronouns for cohesion: *yours, mine, theirs, ours, hers, his, its*
4. Reflexive pronouns both singular (*myself, yourself, himself, herself, itself*) and plural (*ourselves, yourselves, themselves*)
5. Relative pronouns to add detail to a sentence: subject (*who, which, that*), object (*who, whom, which, that*) or possessive (*whose*)

In a simple sentence, you often find the subject at the beginning of the sentence and the object at the end.

The personal-pronoun subject regularly gets confused by many children in a sentence like: *Mary and I walk to school*. They tend to write: *Mary and me walk to school*. Ask the children to remove the words “*Mary and*” – would this sentence still make sense?

2. The possessive determiner is used for (because it’s before the noun, it’s a determiner):
 - Showing possession – *It is my car.*
 - Family and relations – *His aunt..., Her mother...*
 - Body parts – *Our arms..., Their feet...*
3. The possessive pronoun is used (because it’s used to replace the noun, it’s a pronoun):
 - In place of a noun phrase, eg, *Whose car is it?*
For cohesion, we write: *It is mine.* Not: *It is my car.*
 - After the word “of” – *It was one of mine.*
4. Reflexive pronouns can:
 - Follow a transitive verb (this is an action verb)
I blame myself.
We amused ourselves.
 - They do not follow a transitive verb where the action is done regularly, such as wash.
He washed in hot water rather than *He washed himself in hot water.*
 - However, they can be used after a transitive verb where the action is done regularly if we wish to give emphasis
He washed himself despite his illness.
 - After the preposition “by”
He worked by himself.
5. A relative pronoun is used directly after the person or thing to add further information. Who follows a person, which follows a thing and that can follow either a person or a thing:
My aunt, who lives next door, went to America.
The bike, which was leaning against the wall, was stolen.
The bike that was leaning against the wall was stolen.

The difference between who and whose is that a verb follows the word who and a noun follows the word whose, as this shows who possesses the thing:

Mary, who dances every Thursday, won a dancing competition.

Mary, whose dog barks all day, lives next door.

	<p><u>Whom</u> can be used in place of <u>who</u>, but nowadays most people use <u>who</u>. It is also used as the object of the sentence.</p> <p><u>That</u> can appear at the beginning of a clause: <i>We bought an axe <u>that</u> was used to chop all the wood with.</i></p>
<p><u>Proper nouns</u></p> <p>Use a capital letter for proper nouns and recognise that a word is a proper noun because it has a capital letter</p>	<p><u>Proper nouns</u></p> <p>Proper nouns are used for:</p> <ul style="list-style-type: none"> - people's names (<i>Mary</i>) - places (<i>Germany</i>) - days (<i>Monday, Easter</i>) - months (<i>January</i>) - titles of books/films/songs (<i>Little Red Riding Hood</i>) - languages (<i>Chinese, Italian</i>) <p>Note: seasons do not need capital letters unless they are a part of a name, eg, Winter Hill.</p>

Determiners come before a noun. These are included in a noun phrase, eg,
Some of those children...
A few of his toys...
The pesky child...

General articles	Specific article	Quantifiers	Possessive	Demonstrative
<i>a</i> <i>an</i>	<i>the</i>	<i>all</i> <i>any</i> <i>enough</i> <i>less</i> <i>a lot of</i> <i>lots of</i> <i>more</i> <i>most</i> <i>none of</i> <i>some</i> <i>both</i> <i>each</i> <i>every</i> <i>a few</i> <i>fewer</i> <i>neither</i> <i>either</i> <i>several</i>	<i>my</i> <i>your</i> <i>his</i> <i>her</i> <i>its</i> <i>our</i> <i>their</i>	<i>this</i> <i>that</i> <i>these</i> <i>those</i>

Compound nouns

A compound noun is made up of two or more words that can either be:

1. spaced – *washing machine*
2. hyphenated – *mid-September*
3. closed – *bedroom*

The compound noun can be made up of:

1. noun + noun (*football*)
2. adjective + noun (*full moon*)
3. verb + noun (*swimming pool*)
4. noun + verb (*haircut*)
5. verb + preposition (*check-out*)
6. noun + prepositional phrase (*mother-in-law*)
7. preposition + noun (*underworld*)
8. noun + adjective (*roomful*)

<p><u>Abstract nouns</u> Use and recognise abstract nouns to show an emotion (love), attribute (bravery) or idea (belief)</p>	<p>An abstract noun is a noun that cannot be accessed by the five senses; it is intangible. So it can be a characteristic, feeling, idea or emotion.</p> <ul style="list-style-type: none"> - Emotions: <i>love, hate, anger, pride, peace, sympathy</i> - Characteristics: <i>bravery, loyalty, courage, pain, misery</i> - Ideas: <i>faith, truth, justice, thought, information, dream</i> - Other: <i>progress, education, friendship, leisure</i> <p>Some suffixes can create an abstract noun when they follow a noun: <i>-hood, -tion, -ism, -ity, -ment, -ness, -age, -ance, -ence, -ship, -ability, -acy</i></p> <p>For example <i>child</i> is a common (concrete) noun and <i>childhood</i> is an abstract noun. <i>Friend</i> is a common (concrete) noun and <i>friendship</i> is an abstract noun.</p>
<p><u>Collective noun</u> To know collective nouns for groups of things, eg, <i>herd of...</i> <i>staff</i> <i>assembly</i></p>	<p><u>Collective noun</u> Collective nouns name a group of people, animals or things. For people, these tend to be based around professions, families, gender and nationality.</p> <p><u>Animals:</u> <i>A watch of nightingales</i> <i>A murder of crows</i> <i>A stud of mares</i></p> <p><u>People:</u> <i>A troupe of acrobats</i> <i>A coven of witches</i> <i>A quiz of teachers</i></p> <p>Some other collective nouns include: <i>team, assembly, staff, army, family, cabinet, class, committee, company, audience, department, council, society, school, public, minority, majority, jury, faculty, corporation and cabinet</i></p>

Verb progression	
Notes:	<p>The “-ing” form of the verb can be referred to in three different ways. All three mean the same.</p> <ol style="list-style-type: none"> 1. Continuous 2. Progressive 3. Present participle
Use regular simple past-tense verbs	<p>Verbs that add either “-ed” or “-d” to the infinitive form of the verb to create the past tense.</p> <p><u>Add an “-ed” if the verb does not end with an “e”:</u></p> <ul style="list-style-type: none"> - allow – allowed - walk – walked <p><u>Add just a “d” if the verb ends with an “e”:</u></p> <ul style="list-style-type: none"> - announce – announced - calculate – calculated <p><u>Change the “y” to an “i” and add “-ed”</u></p> <ul style="list-style-type: none"> - carry – carried - marry – married <p><u>Double the last letter and add “-ed”</u></p> <p>If the verb ends with a vowel + “l”, then you double the last letter and add “-ed”</p> <ul style="list-style-type: none"> - equal – equalled - travel – travelled <p>If the verb ends with one vowel + a consonant and the stress is at the end of the word, then you double the final letter and add either “-ed” or “-ing”</p> <ul style="list-style-type: none"> - admit – admitted - refer – referred <p>If there is only one syllable and the word ends in a vowel + consonant, then you double the final letter before adding “-ed” or “-ing”</p> <ul style="list-style-type: none"> - stop – stopped - tap – tapped <p><u>Verbs ending in a “c”</u></p> <p>If a verb ends in a “c”, then you need to add a “k” before adding “-ed” or “-ing”</p> <ul style="list-style-type: none"> - picnic – picnicked - mimic – mimicked <p>With regular verbs, the simple past and past participle are the same.</p>

Use irregular simple past-tense verbs	<p>There is no set rule for irregular simple past-tense verbs; they just have to be learnt. To cover them, they could be taught in spelling lessons. A big mistake that many people make is to add “-ed” to create the past tense, eg, <i>blowed</i>.</p> <table><tr><th>Simple present</th><th>Past simple irregular verbs</th></tr><tr><td><i>arise</i></td><td><i>arose</i></td></tr><tr><td><i>awake</i></td><td><i>awoke</i></td></tr><tr><td><i>blow</i></td><td><i>blew</i></td></tr><tr><td><i>burst</i></td><td><i>burst</i></td></tr><tr><td><i>choose</i></td><td><i>chose</i></td></tr></table>	Simple present	Past simple irregular verbs	<i>arise</i>	<i>arose</i>	<i>awake</i>	<i>awoke</i>	<i>blow</i>	<i>blew</i>	<i>burst</i>	<i>burst</i>	<i>choose</i>	<i>chose</i>
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Auxiliary verbs of: <i>to be</i> , <i>to have</i> and <i>to do</i> , including subject-verb agreement and use of the negative	<p>These can be standalone verbs or auxiliary verbs. Auxiliary verbs team up with other verbs to create a verb phrase. They can be conjugated, whereas modal auxiliary verbs cannot.</p> <p><u>Subject-verb agreement</u></p> <table><tr><th>Infinitive</th><th>Present tense</th><th>Past tense</th></tr><tr><td><i>to have</i></td><td><i>have, has</i></td><td><i>had</i></td></tr><tr><td><i>to be</i></td><td><i>am, is, are</i></td><td><i>was, were</i></td></tr><tr><td><i>to do</i></td><td><i>do, does</i></td><td><i>did</i></td></tr></table> <p><i>I <u>have</u> a pen. (NOT: I <u>has</u> a pen.)</i> <i>She <u>is</u> a musician. (NOT: She <u>are</u> a musician.)</i></p> <p>It is the auxiliary verb that works with the negative “not”, eg, <i>I <u>have not</u> been away.</i> We cannot say: <i>I walk not to school.</i> We say: <i>I <u>do not</u> walk to school.</i></p>	Infinitive	Present tense	Past tense	<i>to have</i>	<i>have, has</i>	<i>had</i>	<i>to be</i>	<i>am, is, are</i>	<i>was, were</i>	<i>to do</i>	<i>do, does</i>	<i>did</i>
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Use simple present tense: subject-verb agreement	<p>The simple present tense is the infinitive unless talking about the third person, where you add a “s”:</p> <p><i>I walk to school.</i> <i>She/he walks to school.</i></p>												

Use present continuous/progressive tense: subject-verb agreement

The present continuous tense is formed from the present tense of the verb **“be”** + **continuous/present participle or progressive (“-ing”) form of the verb.**

I am walking to school.

She is walking to school.

The subject-verb agreement relies on the **“be”** form of the verb.

The present continuous/progressive is used when:

1. Something is happening at that moment – *I am just leaving town.*
2. Something is temporary – *Tom is studying chemistry at university.*
3. Something is changing – *The children are growing up fast.*
4. Something that is happening repeatedly – *It is always raining in Glasgow.*

Use past perfect tense

To create the past perfect, use: **“had” + past participle.**

Simple present	Past participle regular verbs (+ “-ed”)
<i>jump</i>	<i>jumped</i>
<i>walk</i>	<i>walked</i>
<i>laugh</i>	<i>laughed</i>

He had jumped the fence to catch the burglar.

She had laughed loudly at the joke.

Tom had walked home last night.

Simple present	Past participle irregular verbs
<i>arise</i>	<i>arisen</i>
<i>awake</i>	<i>awoken</i>
<i>blow</i>	<i>blown</i>
<i>burst</i>	<i>burst</i>
<i>choose</i>	<i>chosen</i>

He had woken early.

The leaves had blown on to the pond.

They had chosen the best candidate.

It can also be used to show an event that has happened before another event:

	<ol style="list-style-type: none"> 1. Year 6 went out to play after they <u>had completed</u> the test. The first event was the test and then they went out to play. 2. After they <u>had finished</u> the washing up, they started on the cleaning. The first event was the washing up and then they cleaned. 																				
<p>Present perfect</p> <p>The present perfect:</p> <ul style="list-style-type: none"> - To show that something has continued up to the present: <i>Tom has lived in Maidenhead all his life.</i> - Or is important in the present: <i>I can't get into my house as I have lost my keys.</i> 	<p>To create the present perfect use "has/have" + past participle. You can also use one or more of a combination of auxiliary verbs with the "to have" verb. For example: "to be" and/or a modal auxiliary verb (<i>can, could, may, might, must, ought to, shall, should, will, would</i>) as long as you have the "have" or "has" form of the verb.</p> <p>The "to do" auxiliary verb is not used with the past participle.</p> <table border="1"> <thead> <tr> <th>Simple present</th><th>Past participle irregular verbs</th></tr> </thead> <tbody> <tr> <td><i>walk</i></td><td><i>walked</i></td></tr> <tr> <td><i>help</i></td><td><i>helped</i></td></tr> <tr> <td><i>open</i></td><td><i>opened</i></td></tr> </tbody> </table> <p><i>He <u>has walked</u> through the Himalayas.</i> <i>They <u>have been helped</u> by the expert.</i> <i>The school <u>could have been opened</u> in September.</i></p> <table border="1"> <thead> <tr> <th>Simple present</th><th>Past participle irregular verbs</th></tr> </thead> <tbody> <tr> <td><i>arise</i></td><td><i>arisen</i></td></tr> <tr> <td><i>awake</i></td><td><i>awoken</i></td></tr> <tr> <td><i>blow</i></td><td><i>blown</i></td></tr> <tr> <td><i>burst</i></td><td><i>burst</i></td></tr> <tr> <td><i>choose</i></td><td><i>chosen</i></td></tr> </tbody> </table> <p><i>He <u>has written</u> a song.</i> <i>She <u>has been chosen</u> to play in the orchestra.</i> <i>Tom <u>would have been caught</u> if he had not kept quiet.</i></p> <p>The verb tends to end in a "n" with irregular verbs but this is not always the case.</p>	Simple present	Past participle irregular verbs	<i>walk</i>	<i>walked</i>	<i>help</i>	<i>helped</i>	<i>open</i>	<i>opened</i>	Simple present	Past participle irregular verbs	<i>arise</i>	<i>arisen</i>	<i>awake</i>	<i>awoken</i>	<i>blow</i>	<i>blown</i>	<i>burst</i>	<i>burst</i>	<i>choose</i>	<i>chosen</i>
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Present perfect progressive/continuous	<p>To use the present perfect continuous “has/have” + “been” + continuous.</p> <p>The present perfect continuous is used to show that something has been continuing up to the present: <i>It has been raining for hours.</i></p>
Past perfect progressive/continuous	<p>The past perfect continuous is “had” + “been” + continuous (“-ing”)</p> <p>Again this is used to show an event that has happened before another event:</p> <ol style="list-style-type: none"> 1. <i>Tom had been traipsing down the High Street when the army arrived.</i> First event is Tom traipsing down the street, then the army arrive. 2. <i>We had been waiting for a long time by the time Tom arrived.</i> First event is the waiting and then Tom arrives.
To use the future tense	<p>To show the future tense:</p> <ol style="list-style-type: none"> 1. Use the verb “will” + infinitive – <i>We <u>will</u> visit you.</i> 2. Present tense + <u>time marker</u> – <i>We can meet <u>tomorrow</u>.</i> 3. Modal verbs + infinitive – <i>We <u>could</u> meet if you want.</i> 4. Future continuous – <i>They will be <u>coming</u> next month.</i> 5. “Be” + “going to” – <i>I <u>am going to</u> go away for a week.</i> 6. There can be several of the above to show future tense – <i>Tomorrow we will be going on holiday.</i> (This includes a time marker + “will” + be going to).
Change commonly used verbs to more powerful verbs	<p>Changing words to create an effect is a good exercise to use when improving written work. For example, if the word “walk” is used, it does not give an impression of how or what mood the person was in. If the word “ambled” or “sauntered” was used instead, we could surmise that the person had no purpose or that they were bored. It gives us more information.</p>
Modal verbs	<p>Examples: <i>can, could, may, might, must, ought to, shall, should, will, would</i></p> <p>Modal verbs cannot change form, for example you cannot add “-ed”, “-ing” or “s” to the end. However, you can add the word “not” to indicate the negative. If there are two auxiliary verbs in the verb phrase, you add the word “not” to the modal auxiliary, eg, <i>She should not be driving.</i> (NOT: <i>She should be not driving.</i>)</p> <p>They can be used:</p>

	<table><tr><td>modal + infinitive verb (negative)</td><td><i>He could climb Mount Everest. He could not climb Mount Everest.</i></td></tr><tr><td>modal + “be” + present participle (negative)</td><td><i>She should be travelling today. She should not be travelling today.</i></td></tr><tr><td>modal + “have” + past participle (negative)</td><td><i>Jo could have helped the charity. Jo could not have helped the charity.</i></td></tr></table> <p>The modal verbs are used when describing:</p> <ol style="list-style-type: none">1. possibility – <i>could, can, may, might, would, will</i>2. obligation/necessity – <i>should, shall, must, ought to</i>3. certainty – <i>will</i>4. ability – <i>can, could</i>	modal + infinitive verb (negative)	<i>He could climb Mount Everest. He could not climb Mount Everest.</i>	modal + “be” + present participle (negative)	<i>She should be travelling today. She should not be travelling today.</i>	modal + “have” + past participle (negative)	<i>Jo could have helped the charity. Jo could not have helped the charity.</i>				
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How to change and when to use the active and passive sentence	<p>The active voice is more commonly used and can sound less clumsy than the passive voice.</p> <p>When using the passive voice you use the auxiliary verb “to be” and then add the past participle: <i>The ball <u>was</u> <u>kicked</u> into the goal by the referee.</i></p> <p>Rather than: <i>The referee kicked the ball into the goal.</i></p> <table><tr><th>Active</th><th>Passive</th></tr><tr><td><i>The children climbed the tree.</i></td><td><i>The tree <u>was</u> <u>climbed</u> by the children.</i></td></tr><tr><td><i>The golf ball smashed the television.</i></td><td><i>The television <u>was</u> <u>smashed</u> by the golf ball.</i></td></tr><tr><td><i>The street gang attacked the boys.</i></td><td><i>The boys <u>were</u> <u>attacked</u> by the street gang.</i></td></tr><tr><td><i>Maria is painting the wall.</i></td><td><i>The wall is <u>being</u> <u>painted</u> by Maria.</i></td></tr></table> <p>For example:</p> <ul style="list-style-type: none">- Active – <i>The monster</i> (subject) <i>opened the creaky door</i> (object) <i>slowly.</i>- Passive – <i>The creaky door</i> (object) <i>was opened slowly by the monster</i> (subject).- Passive sentence with the subject being concealed (we don’t know who opened the door) – <i>The creaky door</i> (object) <i>was opened slowly.</i> <p><u>When can I use the passive?</u></p> <ol style="list-style-type: none">1. In non-chronological reports2. Writing up scientific experiments3. To keep the subject hidden in story writing	Active	Passive	<i>The children climbed the tree.</i>	<i>The tree <u>was</u> <u>climbed</u> by the children.</i>	<i>The golf ball smashed the television.</i>	<i>The television <u>was</u> <u>smashed</u> by the golf ball.</i>	<i>The street gang attacked the boys.</i>	<i>The boys <u>were</u> <u>attacked</u> by the street gang.</i>	<i>Maria is painting the wall.</i>	<i>The wall is <u>being</u> <u>painted</u> by Maria.</i>
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<i>The street gang attacked the boys.</i>	<i>The boys <u>were</u> <u>attacked</u> by the street gang.</i>										
<i>Maria is painting the wall.</i>	<i>The wall is <u>being</u> <u>painted</u> by Maria.</i>										

Subjunctive mood verb	<p>After certain verbs that express a wish, a command, a suggestion, a desire or a condition that is contrary to fact, use the root or infinitive form of the verb (the word that follows “to”) to create the subjunctive.</p> <p>The subjunctive is used after the following verbs:</p> <ul style="list-style-type: none"> - to advise (that) - to ask (that) - to command (that) - to demand (that) - to desire (that) - to insist (that) - to propose (that) - to recommend (that) - to request (that) - to suggest (that) - to urge (that) <p>Examples:</p> <ul style="list-style-type: none"> - <i>The coach asked that Tom train every day.</i> (A request “asked” followed by the root verb “train”) - <i>It is recommended that Ali attend all of the course.</i> (A recommendation followed by the root verb “attend”) <p><u>Negative, continuous and passive</u></p> <p><u>Negative</u></p> <p><i>The company insisted that employees not use Facebook when at work.</i> (A command “insisted” followed by the root verb “use” plus the negative “not”)</p> <p><i>I suggest that you not climb Mount Everest.</i> (A suggestion followed by the negative, then the root verb “climb”)</p> <p><u>Continuous</u></p> <p><i>It is important that you be standing on the corner when they arrive.</i> (A suggestion + “to be” + continuous/progressive form)</p> <p><i>I propose that we be waiting quietly to surprise him.</i> (A proposition + “to be” + continuous/progressive form)</p>
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	<p><u>Passive</u> Tom suggested that Ali be hired immediately. (A suggestion + “to be” + past simple) Sarah insisted that we be admitted to the air raid bunker. (A suggestion + “to be” + past simple)</p> <p><u>Should as a subjunctive</u> The word “should” can also be used. It tends to be used after the words: <i>insist, suggest</i> and <i>recommend</i>. Ali recommended that his neighbour should mow his lawn regularly. (A recommendation + “should” + infinitive form)</p> <p><u>If...were</u> The subjunctive mood of the verb “to be” in the present tense is “be”. In the past tense it is “were”.</p> <p>We do not say: <i>I wish he <u>was</u> here.</i></p> <p>We do say: <i>I wish he <u>were</u> here.</i></p> <p>When using the conditional “if” the past tense of “to be” is “were”.</p> <p>We do not say: <i>If I was you...</i></p> <p>We say: <i>If I were you...</i></p>
Vocabulary	
Prefixes – their meanings and antonyms	<p>dis = negation – <i>disadvantage (advantage)</i>, removal – <i>dismount (mount)</i> or expulsion – <i>disbar (bar)</i> in/im/il = not – <i>infertile (fertile)</i>, <i>impossible (possible)</i>, <i>illegal (legal)</i> un = not – <i>unhappy (happy)</i>, or reversal or cancellation of action or state – <i>unplug (plug)</i> infra = below – <i>infrared (red)</i></p>

Suffixes – how they change the word class or verb tense	<p>Suffixes can be used to form a verb, noun, adjective or adverb:</p> <ol style="list-style-type: none"> 1. <i>dark</i> (adj) + “-ness” = <i>darkness</i> (noun) 2. <i>strength</i> (noun) + “-en” = <i>strengthen</i> (verb) 3. <i>probable</i> (adj) + “-(l)y” = <i>probably</i> (adverb) 4. <i>glory</i> (noun) + “-ous” = <i>glorious</i> (adjective) 5. <i>jump</i> (present tense) + “ed” = <i>jumped</i> (past tense) 								
Adding suffixes and prefixes to head words to find word groups supporting meaning and spelling	<ul style="list-style-type: none"> - Adequate (adj) = <i>adequacy</i> (noun), <i>adequately</i> (adv), <i>inadequacies</i> (noun), <i>inadequacy</i> (noun), <i>inadequate</i> (adj), <i>inadequately</i> (adv) - Rely (verb) = <i>reliability</i> (noun), <i>reliable</i> (adj), <i>reliably</i> (adv), <i>reliance</i> (noun), <i>reliant</i> (adj), <i>relied</i> (verb), <i>relies</i> (verb), <i>relying</i> (verb), <i>unreliable</i> (adj) 								
Develop synonyms of words	<p>Walk = <i>stroll, saunter, amble, trudge, plod, hike, tramp, trek, march, stroll, stride, hop, scramble, ramble, wander, tread, prowl, traipse, roam</i>, etc.</p>								
Homonyms – know the different meanings and spellings for homophones/homographs	<p>Homonyms are two or more words that have the same meaning or spelling. Homophones and homographs are included under the heading of homonyms.</p> <p><u>Homophones</u> are words that sound the same, but are spelt differently and have a different meaning: <i>bear / bare; pair / pear; hair / hare</i></p> <p>Homographs are words that are spelt the same but have a different meaning. When the meaning changes the word class can also change.</p> <table border="1"> <tbody> <tr> <td><i>arms</i> (noun) = weapons</td><td><i>arms</i> (noun) = body part</td></tr> <tr> <td><i>can</i> (verb) = able</td><td><i>can</i> (noun) = tin</td></tr> <tr> <td><i>left</i> (noun) = direction</td><td><i>left</i> (verb) = action to leave</td></tr> <tr> <td><i>firm</i> (noun) = company</td><td><i>firm</i> (adjective) = hard</td></tr> </tbody> </table>	<i>arms</i> (noun) = weapons	<i>arms</i> (noun) = body part	<i>can</i> (verb) = able	<i>can</i> (noun) = tin	<i>left</i> (noun) = direction	<i>left</i> (verb) = action to leave	<i>firm</i> (noun) = company	<i>firm</i> (adjective) = hard
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Developing technical vocabulary in different genres and subjects	<p>The definition of technical vocabulary will be dependent on the genre or subject. Proper nouns, common nouns and verbs are most likely to be included as technical vocabulary.</p>								
Identify and use informal and formal language	<p>Formal language is used in essays, tests, letters of application, cover letters or communicating with people we don't know.</p> <p>Informal language is used with friends or family</p>								

	<table><tr><th>Formal</th><th>Informal</th></tr><tr><td><i>apologise</i></td><td><i>sorry</i></td></tr><tr><td><i>establish</i></td><td><i>set up</i></td></tr><tr><td><i>examine</i></td><td><i>look at</i></td></tr><tr><td><i>omit</i></td><td><i>leave out</i></td></tr><tr><td><i>contact</i></td><td><i>get in touch</i></td></tr></table>	Formal	Informal	<i>apologise</i>	<i>sorry</i>	<i>establish</i>	<i>set up</i>	<i>examine</i>	<i>look at</i>	<i>omit</i>	<i>leave out</i>	<i>contact</i>	<i>get in touch</i>
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Choose and decide appropriate vocabulary for its purpose	<p>Give children a sentence with a word missing; they can either choose one word from a selection or use of their own to place in the sentence so that it makes sense.</p> <p><i>With his hands thrust deep into his pockets, Tom hung his head in shame and felt _____ with the world.</i></p> <p>Choose one of the following to complete the sentence:</p> <p>A) excited B) cross C) happy D) frightened</p>												
Adjective													
Non-gradable	<i>Wooden, red, metallic, broken, etc.</i>												
Gradable	<i>Cold to hot</i> (and all the words that can go between) <i>Depressed to ecstatic</i> (and all the words that can go between)												
Adjectives ending in “-ed”	<i>Tired, exhausted, confused</i>												
Adjectives ending in “-ing”	<i>Terrifying, freezing, amazing</i>												
Regular comparative and superlative adjectives	<table><tr><th>Adjective</th><th>Comparative (compares two objects)</th><th>Superlative (compares three or more)</th></tr><tr><td><i>great</i></td><td><i>greater</i></td><td><i>greatest</i></td></tr><tr><td><i>quick</i></td><td><i>quicker</i></td><td><i>quickest</i></td></tr><tr><td><i>tall</i></td><td><i>taller</i></td><td><i>tallest</i></td></tr></table>	Adjective	Comparative (compares two objects)	Superlative (compares three or more)	<i>great</i>	<i>greater</i>	<i>greatest</i>	<i>quick</i>	<i>quicker</i>	<i>quickest</i>	<i>tall</i>	<i>taller</i>	<i>tallest</i>
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Irregular comparative and superlative adjectives

Adjective	Comparative (compares two objects)	Superlative (compares three or more)
<i>late</i> (time)	<i>later</i>	<i>latest</i>
<i>late</i> (place)	<i>latter</i>	<i>last</i>
<i>bad</i>	<i>worse</i>	<i>worst</i>
<i>many/much/some</i>	<i>more</i>	<i>most</i>
<i>good</i>	<i>better</i>	<i>best</i>
<i>big</i>	<i>bigger</i>	<i>biggest</i>
<i>dry</i>	<i>drier</i>	<i>driest</i>
<i>beautiful</i>	<i>more beautiful</i>	<i>most beautiful</i>

Adverb	
Manner (how), frequency (how often), place (where), time (when) and how much	Manner (ends in “-ly”) – <i>quickly, lazily, effortlessly</i> Frequency – <i>daily, weekly, hourly, regularly</i> Place – <i>everywhere, here, abroad, out, upstairs</i> Time – <i>after, before</i> How much – <i>very, extremely, rather, quite</i>
Adverbs that modify: <ul style="list-style-type: none"> - A verb - An adjective - Another adverb 	Modifying a verb: <i>Tom soon slept soundly.</i> Modifying an adjective: <i>The film was really frightening.</i> Modifying another adverb: <i>The class don’t get extra play very often.</i>
The difference between prepositions and adverbs	Adverbs of time and place can be the same as prepositions. So how do you know whether they are acting as a preposition or an adverb? If the word following the word denoting time or place is preceded by a noun phrase then it is acting as a preposition. <i>The ball is in the garden.</i> The preposition is “in” and it is followed by a noun phrase “the garden”. <i>We are going outside.</i> The word “outside” is acting as an adverb, as it is not followed by a noun phrase.
Adverbial phrases	There are four different types of adverbial phrase: <ol style="list-style-type: none"> 1. Manner – <i>quickly</i> 2. Prepositional phrase – <i>In the last hour...</i> 3. Fronted adverbial – <i>Last night at the Royal Albert Hall...</i> <u>Fronted adverbials</u> – All of the above can be used at the beginning of a sentence; this is known as a fronted adverbial. The fronted adverbial is separated from the rest of the sentence with a comma. <i>In the last hour, he completed his homework.</i> <i>Quickly, the children ran from the room.</i> <i>Last night at the Royal Albert Hall, the concert was performed to a packed house.</i>
Adverbial phrases VS subordinate clauses	Adverbial phrases and subordinate clauses can be confused for each other as they are very similar. It’s important to remember that a phrase does not contain a verb. E.g. <i>Before dinner</i> , you need to wash your hands. = adverbial phrase <i>Before you eat your dinner</i> , you need to wash your hands. = subordinate clauses as there is a verb present

Writer's tricks to create effect	
Similes	<p>Can either be:</p> <ol style="list-style-type: none"> 1. <i>As... as a...</i> 2. <i>Like a...</i>
Alliteration	<p>Each word starts with the same letter.</p> <p><i>Cranky crocodiles create ...</i></p> <p><i>Daring doves dive...</i></p>
Onomatopoeia	<p>Onomatopoeia imitates the natural sounds of things. It creates a sound that mimics the thing being described.</p> <ol style="list-style-type: none"> 1. Animal sounds, such as: <i>meow, moo</i> 2. A group of words can reflect a single word, such as "water": <i>splosh, splash, plop, sprinkle, gush, drizzle, drip</i> 3. Different word classes can be onomatopoeia: <i>The <u>buzzing</u> bee flew away. (adj)</i> <i>The stone fell into the water with a <u>splash</u>. (noun)</i>
Personification	<p>Personification is when you give human characteristics to an object or animal.</p> <ol style="list-style-type: none"> 1. <i>Lightning danced across the sky.</i> 2. <i>The car's headlights winked mischievously in the driving rain.</i> 3. <i>The roses begged for water.</i>
Metaphors	<p>A metaphor uses a word or phrase to compare two people, things, animals or places.</p> <ol style="list-style-type: none"> 1. <i>The snow is a soft white blanket covering the land.</i> 2. <i>He is a night owl.</i> 3. <i>Her blue eyes were a tranquil pool of water.</i> 4. <i>Laughter is music for the soul.</i>

Different types of sentences	
Coordinating conjunctions.	<p>Coordinating conjunctions are: <i>For, and, nor, but, or, yet, so</i></p> <p>Using any of these creates a compound sentence</p>
Subordinate conjunctions	<p>Some examples of subordinate conjunctions: <i>because</i> <i>until</i> <i>even though</i> <i>despite</i> <i>if</i> <i>as if</i> <i>although</i></p> <p>Using a subordinate conjunction creates a complex sentence. There must be two clauses in the sentence – one subordinate and one main clause.</p> <p><i>He worked until Christmas.</i> This is not a complex sentence, as there is only one verb. There is no verb after the word “until”. <i>He worked until the job was completed.</i> This is a complex sentence because there is a verb after the word “until”.</p> <p>When a subordinate clauses comes at the end of the sentence, no comma is needed. However, when a subordinate clause comes at the beginning of a sentence, a comma must be present.</p> <p><u><i>As the wind howled, the rain poured.</i></u> <u><i>The rain poured as the wind howled.</i></u></p>
Identify the difference between a phrase and a clause.	<p>A clause contains a verb and a phrase does not. To create a complex or compound sentence, each part of the sentence must be a clause.</p> <p>Main clause + coordinating conjunction + main clause = compound sentence</p> <p>Main clause + subordinating conjunction + subordinate clause = complex sentence</p>
Identify commands/questions/statements/exclamations and know how to change one to another	<p><u>Commands</u> start with the infinitive form of the verb: <i>Give me that pen.</i> These begin with an imperative verb.</p>

NOTE: You must give me that pen.

This is no longer a command as the modal verb 'must' has been used.

A command must always begin with the imperative verb.

To change to a question: *Can I have that pen?*

Questions: can start with an auxiliary verb or who, what, where, when, why, how, if etc.

Can you bake a cake for his birthday?

Statements: *She is very clever.*

Can change to a question: *Is she clever?*

Exclamations: *What a lovely day it has been!*

Start with 'what' or 'how' but are not asking a question. Must contain a verb and end in an exclamation mark.

What a lovely day! – this is not a sentence as there is no verb present.

Punctuation	
Using inverted commas accurately	<p>Put inverted commas around the words spoken: <i>"I need to write this down."</i></p> <p>Start the speech with a capital letter: <i>"The cat has run away."</i></p> <p>Add punctuation (. ! ?) before the final inverted comma: <i>"The dragon is hiding in the cave."</i> <i>"Where is he?"</i> <i>"Oh no!"</i></p> <p>Add who said the words: <i>"The dragon is hiding in the cave,"</i> <i>whispered Tom.</i></p> <p>Start a new line for each new speaker: <i>"The dragon is hiding in the cave,"</i> <i>whispered Tom.</i> <i>"I know,"</i> <i>hissed Ali.</i></p> <p>If writing what is said after who says it, make sure that you add a comma before you open the inverted commas: <i>Tom whispered, "The dragon is hiding in the cave."</i></p> <p>Know how to use inverted commas that divide a sentence by who said it: <i>"If you think you can behave like that in public,"</i> <i>she said, "you had better think again!"</i></p> <p>Know how to use inverted commas that show who is speaking and divide two separate sentences: <i>"Don't play with your food,"</i> <i>she remarked. "Throw it away if you don't want it."</i></p> <p>Suggest a maximum of three sentences when using inverted commas; otherwise this slows the story down. As the children become more comfortable with the grammar, encourage them to mix the style of inverted commas. For example, mix where they place who said the words: <i>Tom whispered, "The dragon is hiding in the cave."</i> <i>"I know,"</i> <i>hissed Ali.</i> <i>"You always seem to know everything,"</i> <i>Tom said, raising his eyes heavenward. "Do you know how irritating that is?"</i></p>
Using commas accurately	<p>Commas can be used in the following ways:</p> <ol style="list-style-type: none"> 1. To separate items in a list <i>At the zoo, we saw: elephants, monkeys, giraffes and lions.</i> <u>A comma is not needed before the 'and'.</u> 2. After fronted adverbials <i>Yesterday, I went to the zoo.</i>

	<p>3. After subordinate clauses <i>Whilst the birds tweeted, the sun began to rise.</i></p> <p>4. Within inverted commas (see above)</p> <p>5. Parenthesis <i>The dog, from next door, bolted down the road.</i> <u><i>'From next door' is extra information.</i></u></p> <p><u><i>NOTE: commas must not be used in place of full stops. This is an extremely common error.</i></u></p> <p>We went to the shop, it was very busy. X these are two separate sentences and therefore need to be separated with a full stop.</p> <p>We went to the shop. It was very busy. ✓</p>
Parenthesis	<p>Parenthesis is the word used for extra information in a sentence. Brackets, dashes or commas can be used to punctuate parenthesis.</p> <p>The boy, <i>whose name I did not know</i>, was running towards me. (parenthesis can be a relative clause) Ellie – <i>my older sister</i> – lives in London. I bought a sandwich (<i>cheese and tomato</i>) and headed to the train.</p> <p>When brackets come at the end of the sentence, the full stop must remain outside of the brackets. E.g. We went home very late (around 9pm).</p> <p>When using a dash at the end of the sentence, you only need a single dash. E.g. We went home very late – around 9pm.</p>
Colons	<p>Colons can be used to introduce a list. <u><i>We went to the shop and bought many items: milk, butter, bread and some chocolate.</i></u></p> <p><u><i>COLONS SHOULD NOT BE USED LIKE THIS...</i></u> <u><i>We went to the shop and bought: milk, butter, bread and some chocolate.</i></u></p> <p>Colons can also be used to separate linked, independent clauses. It can be thought of like an equals sign or 'because'.</p>

	<p><u>We have a real climate crisis on our hands: the research is conclusive.</u></p> <p><u>We were exhausted when we got him: it was very late night.</u></p>
Semi colons	<p>Semi colons can be used to separate items in a list where a comma is already present.</p> <p><u>We went to the shop and bought: some milk, for Grandma; butter, to make a cake later; bread, for sandwiches and some chocolate.</u></p> <p>Because commas are already present for extra information, we use semi colons to separate the items.</p> <p>Semi colons can also be used to separate linked, independent clauses. It can be thought of like ‘and’ ‘but or ‘so’.</p> <p><u>I am available most days; Mondays are probably best for me.</u></p> <p><u>It was pouring with rain; we went straight home.</u></p>
Hyphens	<p>Hyphens can be used to create compound nouns.</p> <p><u>E.g. ice-cream, mother-in-law</u></p> <p>Hyphens can be used to avoid ambiguity.</p> <p><u>E.g. resent and re-sent</u></p> <p><u>both words have two different meanings and therefore need the hyphen for clarity</u></p> <p>Hyphens can be used to create compound adjectives – only when the adjective is before the noun.</p> <p><u>E.g. We’re looking for a dog-friendly hotel. – need a hyphen</u></p> <p><u>Is the hotel dog friendly? – don’t need a hyphen</u></p> <p>Hyphens can be used with numbers.</p> <p><u>E.g. I’ve got twenty-two children in my class.</u></p>