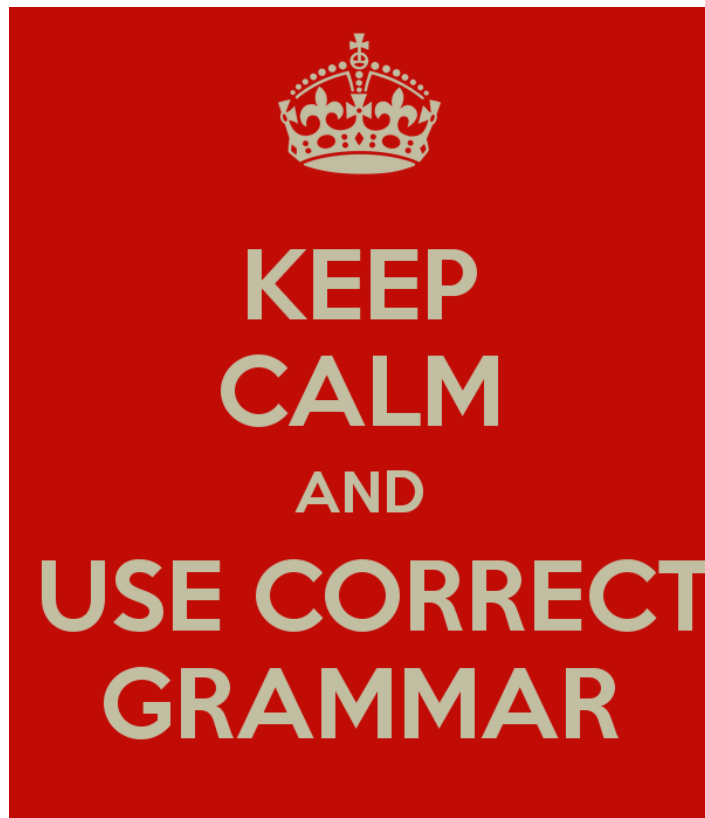


Grammar Revision Booklet

Year 6

Name: \_\_\_\_\_

Class: \_\_\_\_\_



<p><b>We hope you will find this useful.</b></p> <p><b>Please read this booklet carefully and learn the terms and definitions. Top Tip: Try to explain it to someone else; this is always the best way to remember something.</b></p>	
<b>Grammatical Terms/Word Classes/Features of Sentences</b>	
<b>Nouns</b>	
<b>Term</b>	<b>Definition</b>
<b>Noun</b>	A <b>noun</b> is a 'naming' word: a word used for naming an animal, a person, a place or a thing.
<b>Proper noun</b>	This is a noun used to name particular people and places: <b>Jim, Betty, London...</b> and some 'times': <b>Monday, April, Easter...</b> It always begins with a capital letter.
<b>Common noun</b>	A common noun is a noun that is used to name everyday things: <b>cars, toothbrushes, trees...</b> and kinds of people: <b>man, woman, child ...</b>
<b>Collective noun</b>	This is a noun that describes a group or collection of people or things: <b>army, bunch, team, swarm...</b>
<b>Abstract noun</b>	An abstract noun describes things that cannot actually be seen, heard, smelt, felt or tasted: <b>sleep, honesty, boredom, freedom, power ...</b>

<b>Adjectives</b>	
<b>Term</b>	<b>Definition</b>
<b>Adjective</b>	An <b>adjective</b> is a 'describing' word: it is a word used to describe (or tell you more about) a noun. Example: The burglar was wearing a <b>black</b> jacket, a <b>furry</b> hat and a <b>large</b> mask over his face. (The words in bold tell us more about the noun that follows) An adjective usually comes before a noun but sometimes it can be separated from its noun and come afterwards (e.g.: Ben looked <b>frightened</b> ; the dog was very <b>fierce</b> )
<b>Verbs</b>	
<b>Term</b>	<b>Definition</b>
<b>Verbs</b>	A verb is a word, or a group of words that tells you what a person or thing is being or doing. It is often called a 'doing' word: e.g. running, eating, and sitting. All sentences have a subject and a verb. The subject is the person or thing doing the action: Example: Cats purr (Cats is the subject and purr is the verb).
<b>Auxiliary verb</b>	A verb is often made up of more than one word. The actual verb-word is helped out by parts of the special verbs: the verb <b>to be</b> and the verb <b>to have</b> . These 'helping' verbs are called <b>auxiliary verbs</b> and can help us to form tenses. Auxiliary verbs for 'to be' include: am, are, is, was, were, Auxiliary verbs for 'to have' include: have, had, hasn't, has, will have, will not have. Examples: I have arrived ('arrived' is the main verb and 'have' is the auxiliary verb) We are waiting ('waiting' is the main verb and 'are' is the auxiliary verb)
<b>Modal Verbs</b>	A verb that is used to indicate the likelihood: <b>can, could, may, might, shall, should, will, would, must.</b>
<b>Verb Tenses</b>	Verb tenses tell us whether an action has been done in the past, present or future.
<b>Simple Present Tense</b>	These verbs tell us that the action is taking place now/in the present. E.g. I <b>walk</b> into the monster's cave.
<b>Present Progressive (Continuous)</b>	These verbs tell us that the action is taking place and is continuing. E.g. I <b>am walking</b> into the monster's cave.
<b>Present Perfect</b>	The form of the verb used for actions or events that have been completed or have happened in a period of time up to now. E.g. I <b>have</b> been to London many times.

<b>Simple Past Tense</b>	These verbs tell us that the action has taken place already/in the past .E.g. I <b>walked</b> into the monster's cave.
<b>Past Progressive (Continuous)</b>	These verbs tell us that the action is taking place in the past over a <b>longer period of time</b> . E.g. I <b>was walking</b> into the monster's cave.
<b>Future Tense</b>	These verbs tell us the action will take place in the future. E.g. I <b>will walk</b> into the monster's cave.
<b>Subjunctive (mood)</b>	These verbs express a <b>wish</b> or a <b>suggestion</b> . E.g. <b>If I were</b> to have one wish, it would be to travel to world.
<b>Active Verbs (voice)</b>	Active verbs are used when the <b>subject</b> in the sentence does the <b>action</b> . E.g. The child <b>used</b> the purple pen.
<b>Passive Verbs (voice)</b>	A sentence is written in <b>passive voice</b> when the <b>subject of the sentence has something done to it by someone or something</b> . E.g. The purple pen <b>was used</b> by the child.
<b>Adverbs</b>	
<b>Term</b>	<b>Definition</b>
<b>Adverb</b>	An adverb tells you more about the verb (it 'adds' to the verb). It nearly always answers the questions: How? When? Where? or Why? Most adverbs in English end in -ly and come from adjectives: E.g. soft - <b>softly</b> ; slow - <b>slowly</b> .
<b>Adverb or Adjective?</b>	Some words can be either adverbs or adjectives depending on what they do in a sentence, e.g. fast, hard, late. If they answer the questions: How? When? Where? or Why? - they are adverbs. If they answer the question: "What is it like?" they are adjectives, and will be telling you more about a specific noun. Examples: <b>Life is hard. (adjective) Kim works hard. (adverb)</b> <b>The train arrived early. (adverb) I took an early train. (adjective)</b>
<b>Pronouns</b>	
<b>Term</b>	<b>Definition</b>
<b>Pronoun</b>	Sometimes you refer to a person or a thing not by its actual name, but by another word which stands for it. The word you use to stand for a noun is called a <b>pronoun</b> (which means 'for a noun') We use <b>pronouns</b> so that we do not have to repeat the same nouns over again.

	<b>Have a look at the following sentence:</b> When Barnaby stroked the cat and listened to the cat purring softly, Barnaby felt calm and peaceful. <b>Compare it with the same sentence where some of the nouns have been replaced by pronouns:</b> When Barnaby stroked the cat and listened to <b>it</b> purring softly, <b>he</b> felt calm and peaceful.
<b>Singular pronouns</b>	Singular pronouns are used to refer to one person or thing. E.g.: <b>I, you, me, he, she, it, you, him, her, mine, yours, his, hers, its</b>
<b>Plural pronouns</b>	Plural pronouns are used to refer to more than one person or thing. E.g.: <b>we, they, us, them, ours, yours, theirs</b>
<b>Interrogative pronouns</b>	e.g.: What? Which? ... They are used to ask questions about a noun. Example: <b>Which</b> hat do you prefer?
<b>Possessive pronouns</b>	e.g.: my, our, their, his, your ... Possessive adjectives show ownership. Example: Sue never brushes <b>her</b> hair.
<b>Definite or indefinite pronouns</b>	e.g. much, more, most, little, some, any, enough ... These answer the question: How much? Example: She invited <b>five</b> friends for breakfast; she did not have <b>any</b> food left
<b>Demonstrative pronouns</b>	e.g.: this, that, these, those... Demonstrative adjectives answer the question: Which? Example: <b>Those</b> apples and <b>these</b> pears are bad; <b>That</b> man stole <b>this</b> handbag.

<b>Other word classes and grammatical terms</b>	
<b>Prepositions</b>	<p>Prepositions are words which show the relationship of one thing to another.</p> <p>Examples: Tom jumped <b>over</b> the cat. The monkey is <b>in</b> the tree.</p> <p>These words tell you where one thing is in relation to something else.</p> <p>Other examples of prepositions include: <b>up, across, into, past, under, below, above ...</b></p>
<b>Preposition or Conjunction?</b>	<p>The subordinating conjunctions <b>BEFORE, AFTER</b> and <b>UNTIL</b> can act as prepositions when they are followed by objects rather than dependent clauses. Remember that a clause has a subject and a verb. A prepositional phrase does not.</p> <p><b>PREPOSITION</b></p> <ul style="list-style-type: none"> <li>• Charlie will wait here <u>until</u> sunset.</li> <li>• It will be some time <u>before</u> summer.</li> </ul> <p><b>CONJUNCTION</b></p> <ul style="list-style-type: none"> <li>• Charlie will wait here <u>until</u> we finish the test.</li> <li>• It will be some time <u>before</u> the seasons changes.</li> </ul>
<b>Conjunctions</b>	<p>Conjunctions join together words, phrases, clauses and sentences.</p>
<b>Coordinating conjunctions</b>	<p>FANBOYS: For, And, Nor, But, Or, Yet, So</p> <p>I like pizza <b>and</b> I like meatballs.</p>
<b>Subordinating conjunctions</b>	<p>Subordinating conjunctions are at the beginning of a subordinating clause, e.g.: because, when, although, since, even though, if, when etc.</p> <p>Example: <b>When</b> we got home, we were hungry. We were hungry <b>because</b> we hadn't eaten all day.</p>
<b>Determiners</b>	<p><b>Determiners</b> have two main functions: referring and quantifying. They are divided into the following groups: numbers, articles, demonstratives, quantifiers etc</p>

<b>Article</b>	An article is always used with and gives some information about a noun. There are three articles: <b>a</b> , <b>an</b> and <b>the</b> Examples: <b>the</b> chair; <b>a</b> table; <b>an</b> elephant *There is sometimes confusion about whether to use <b>a</b> or <b>an</b> . The sound of a word's first letter helps us to know which to use: If a word begins with a vowel sound, you should use <b>an</b> ; if a word begins with a consonant sound, you should use <b>a</b> .
<b>Demonstratives</b>	Those, these, that etc.
<b>Quantifiers</b>	A few, some, less, lots of, much, many
<b>Features of sentences/Types of sentences</b>	
<b>Clause</b>	A clause is a group of words which does contain a <b>verb</b> ; it is part of a sentence. There are two kinds of clauses: 1. A <b>main clause</b> (makes sense on its own) e.g.: Sue bought a new dress. 2. A <b>subordinate clause</b> (does not make sense on its own; it depends on the main clause for its meaning) E.g.: Sue bought a new dress when she went shopping. *'when she went shopping' is the subordinate clause as it would not make sense without the main clause. <b>Punctuating subordinating clauses:</b> When a subordinating clause is at the start of a sentence, we need to use a comma to separate it from the main clause. E.g. <b>When the rain stopped</b> , they went out to play. When a subordinating clause is at the end of a sentence, we do <b>not</b> use a comma. E.g. They went out to play <b>when the rain stopped</b> .
<b>Phrase</b>	A phrase is a group of words which does not make complete sense on its own and does not contain a verb; it is not a complete sentence: e.g.: up the mountain.
<b>Expanded noun phrase</b>	Add information to nouns. E.g. <b>The spooky house on the hill</b>
<b>Prepositional phrase</b>	<b>Beside the tree</b> , the dog dug a hole.
<b>Adverbial phrases</b>	An <b>adverbial</b> is a word or <b>phrase</b> that has been used like an adverb to add detail or further information to a verb. E.g. <b>As quickly as possible</b> , he completed his homework.

<b>Vocabulary/language strategies</b>	
<b>Term</b>	<b>Definition</b>
<b>Synonyms</b>	These are words that have a similar meaning. E.g. Bad - awful, terrible, horrible Happy - content, joyful, pleased Look - watch, stare
<b>Antonyms</b>	These are words with the opposite meaning. E.g. The antonym of <b>up</b> is <b>down</b> The antonym of <b>tall</b> is <b>short</b> The antonym of <b>add</b> is <b>subtract</b>
<b>Root words</b>	A <b>root word</b> is a basic <b>word</b> with no <b>prefix</b> or <b>suffix</b> added to it. E.g. Help is root word in <b>unhelpful</b> .
<b>Prefix</b>	Prefixes are added to the beginning of an existing word in order to create a new word with a different meaning. E.g. Adding ' <b>un</b> ' to happy - <b>unhappy</b> Adding ' <b>dis</b> ' to appear - <b>disappear</b> Adding ' <b>re</b> ' to try - <b>retry</b>
<b>Suffix</b>	Suffixes are added to the end of an existing word to create a new word with a different meaning. E.g. Adding ' <b>ish</b> ' to child - <b>childish</b> Adding ' <b>able</b> ' to like - <b>likeable</b> Adding ' <b>ion</b> ' to act - <b>action</b>
<b>Capital letter</b>	Used to denote the beginning of a sentence or a proper noun (names of particular places, things and people). E.g. <b>J</b> oel has karate training ever <b>M</b> onday afternoon at <b>H</b> oneywell <b>P</b> rimary <b>S</b> chool. <b>I</b> n <b>J</b> anuary, the children will be visiting <b>L</b> ondon <b>Z</b> oo.
<b>Full stop</b>	Placed at the end of a sentence that is not a question or statement. E.g. Terry Pratchett's latest book is not yet out in paperback. I asked her whether she could tell me the way to Brighton.
<b>Question mark</b>	Indicates a question/disbelief. E.g. Who else will be there? Is this really little Thomas?
<b>Exclamation mark</b>	Indicates an interjection/surprise/strong emotion. E.g. What a triumph! I've just about had enough! Wonderful! <b>Be careful not to overuse exclamation marks!!!!</b>

<p><b>Inverted commas</b></p>	<p>Punctuation marks used in pairs ( " ") to indicate direct speech:          She asked, "Why can't we go today?"          "Why can't we go today?" she asked.</p>
<p><b>Apostrophes</b></p>	<p>Used to show that letters have been left out (contractions) or to show possession (i.e. 'belonging to')</p> <p><b>Contractions:</b>          Is not = <b>isn't</b>      Could not = <b>couldn't</b></p> <p><b>Showing Possession:</b>          With nouns (plural and singular) not ending in an s add 's:          the girl's jacket, the children's books.          With plural nouns ending in an s, add only the apostrophe:          the guards' duties, the Jones' house          With singular nouns ending in an s, you can add either 's or an apostrophe alone:          the witness's lie or the witness' lie (be consistent)</p>
<p><b>Commas in lists</b></p>	<p>Used between a list of three or more words to replace the word and for all but the last instance. E.g.          Jenny's favourite subjects are maths, literacy and art.          Joe, Evan and Mike were chosen to sing at the service.</p>
<p><b>Commas to mark phrases or clauses</b></p>	<p><b>Embedded clause:</b>          The recipe, <b>which we hadn't tried before</b>, is very easy to follow. (NB you could also use dashes and brackets)</p> <p><b>Subordinate clause:</b>          Though the snake was small, I still feared for my life.</p> <p><b>Do not use commas to separate main clauses but use semi-colons.</b> E.g.          Ben grew up in Putney; he had lived there his whole life.</p>
<p><b>Brackets (also known as parentheses)</b></p>	<p>Used for additional information or explanation.          To give extra details:          His first book (<b>The Colour of Magic</b>) was written in 1989.</p>
<p><b>Ellipsis</b></p>	<p>Used to indicate a pause in speech or at the very end of a sentence so that words trail off into silence (this helps to create suspense).</p> <p>A pause in speech:          "The sight was breath-taking..." her voice trailed away.</p> <p>At end of a sentence to create suspense:          Mr Daily gritted his teeth, gripped the scalpel tightly in his right hand and slowly advanced...</p>

<b>Dash</b>	Used to show interruption (often in dialogue) or to show repetition. To show hesitation: "The girl is my - " To add extra information (look at clauses).
<b>Colons</b>	Used before a list, summary or quote: In his pencil case there was: a ruler, a protractor, a rubber and a calculator. Used to complete a statement of fact: This is what she wanted her whole life: to win this trophy.
<b>Semi-colons</b>	Used in place of a conjunction. To link two separate sentences that are closely related. E.g. The children came home today; they had been away for a week. It can also separate complicated items within a list. The books nominated for the Maltesers Prize are: Kensuke's Kingdom by Michael Morpurgo; Holes by Louis Sachar; and My Family and other Animals by Gerald Durrell.