GPS
Memory Book

Contents

Nouns

A noun is a naming word for things, animals, people, places and feelings. Nouns are also the building blocks for most sentences.

Different types of nouns:

common nouns: words that refer to general things such as dog, morning, coat and cup. They are simple names of things.

*The **boy** was walking his **dog**.*

proper nouns: names that identify something or someone, person or place. Proper nouns should be capitalized when written.

<u>Emma</u> and <u>Matthew</u> went on a trip to <u>Paris.</u>

concrete nouns: refer to things that can be identified through one of the five senses.

*Would someone please answer the **phone**?*

abstract nouns: represents things that are concepts or ideas. These are things that cannot be perceived using the five sentences e.g. emotions, thoughts, ideas, friendship etc.

*We can't imagine the **courage** it took to do that.*

collective nouns: represents groups of people or things such as an audience, team, family or class.

*The **team** played really well and walked off the pitch to huge applause from the **audience**.*

compound nouns: a noun that is made with two or more words

noun + noun: bus stop; fire fly; football; cupboard

adjective + noun: full moon; blackboard; software

verb + noun: breakfast; washing machine; swimming pool

noun + verb: sunrise; haircut; train-spotting

verb + preposition: check-out

preposition + noun: underworld

noun + adjective: truckful

noun + prepositional phrase: mother -in-law

Adjectives

Known as a describing word.

An adjective usually becomes before a noun to provide more detail or information. This includes: size, shape, colour, material or amount. Adjectives provide vital details that help a reader's visualisation and comprehension of a subject.

"It was a <u>large</u> staircase."

"The <u>round</u> table was full."

"The <u>red</u> apple looked delicious."

"The <u>wooden</u> chair was uncomfortable."

"There were <u>few</u> people left."

quantitative adjectives: provide the exact or approximate amount of a noun.
There were <u>six</u> dogs.
There were <u>several</u> dogs.

comparative adjectives: used to compare or contrast two nouns.

Summer is <u>hotter</u> than winter.

superlative adjectives: used to express that a noun is of the highest or best quality and often end in -est.

She is the <u>best</u> football player on her team.

Order of adjectives:

When adjectives are used in conjunction, they must be presented in a particular order. While it's not necessarily wrong to use multiple adjectives out of order, it seems strange when we read or hear it.

- Quantity or number
- Quality or opinion
- Size
- Age
- Shape
- Colour
- Proper adjective (usually nationality or material)
- Purpose or qualifier.

The <u>wiggly, pink</u> worm dug through the soil.

wiggly – quality   pink – colour

Verbs

A 'doing' or action word.

You cannot have a complete sentence without a verb.

It is the only word that can change its tense.

Ian _likes_ to **play** the guitar.
Samantha **made** a mess of her bedroom.
James _goes_ to _dance_ every Wednesday.
Dad _went_ to buy some milk.

walk – walked – walking
dance – danced – dancing
jump – jumped – jumping
skip – skipped – skipping

imperative verb: a 'bossy' verb. Using an imperative verb will turn a sentence into an order or command.

Tidy your room
Bake at 200 degrees.
Wash the dishes.

Modal Verbs

A modal verb is an auxiliary verb which cannot usually work alone. They are used with a main verb. Modal verbs are a special verb which affects the other verbs in the sentence by showing obligation (e.g. 'You should do your homework'), possibility (e.g. 'I might have pizza for tea'), ability (e.g. 'You can ride a bike now') or permission (e.g. 'You may go out now').

can	could	may	might	should
shall	will	would	must	have to

I _can_ jump.
We **could** go to the cinema tomorrow.
They **may** be coming to our house tomorrow.
It **might** rain tomorrow.
If it's dry, **shall** we play outside?

Modal verbs can make questions by inversion. Inverting something means to reverse it. To form a question with a modal verb, the subject and main verb are inverted.

We **could** go to the cinema tomorrow.
Could we go to the cinema tomorrow?

Auxiliary Verbs

The definition of auxiliary verbs are verbs which form the tense, mood and voice of other verbs. They are also known as 'helping verbs'.

A simple definition of a verb is a word that is used to describe an action or occurrence.

The 3 most common auxiliary verbs are: 'be, 'have, do'.

To Be: am, is, are, was, were, being, been, will be.

To Have: has, have, had, having, will have.

To Do: does, do, did, will do.

Adverbs

An adverb is a word that describes how an action is carried out. Adverbs can change or add detail to a verb, adjective, another adverb or even a whole clause. Adverbs usually end in the suffix '-ly'.

Adverbs are sometimes said to describe manner or time. They tell you how, when, where or why something is being done.

- **Time** – a word that describes when, how long or how often something happened e.g. daily or afterwards

- **Manner** – how something happens e.g. quickly or gently

- **Degree** – the level or intensity of an action e.g. very or completely

- **Place** – the location something happens e.g. below or inside

- **Frequency** – how often the action occurs and can be definite or indefinite e.g. daily or occasionally

*Tom painted his picture **beautifully.***
*Annie **quickly** brushed her hair.*
*Amjid **frequently** visited the library.*
*Hurry! You are getting **behind.***

Article

An article is a word used to define whether a noun, a person, place, object or idea, is specific or unspecific. An Article can be definite or indefinite.

definite article: 'the' refers to specific nouns.

<p style="text-align:center"><u>The</u> man's hat is blue.</p>

<p style="text-align:center">Please pass me <u>the</u> red cup.</p>

<u>**indefinite article:**</u> 'a' and 'an' refer to general nouns.

<p style="text-align:center">Please pass me <u>a</u> knife. Any knife is okay.</p>

<p style="text-align:center">Can you buy me <u>an</u> apple from the shop.</p>

A or An

Use "a" before words that start with a consonant sound and "an" before words that start with a vowel sound.

There are some exceptions to the usual rule of using 'a' before words which begin with consonants and 'an' before words which start with vowels. For example, the first letter in 'honour' is a consonant but it is pronounced like a vowel.

'It is an honour to meet you, Ms.'

The same thing occurs when the first letter of a specific word is a vowel but is pronounced with a consonant sound.

'He is a United States citizen."

Determiner

A determiner is a word which modifies a noun within a sentence, giving it more context for the reader.

For instance, "*this chair*" or "*my book*".

Determiners can be used to describe an object to greater effect, reveal details to the reader and communicate interesting plot points.

For instance, "*The glass*" does not give quite as much information as the phrase "*His glass*". Both can be used to create a specific effect within a piece of writing.

Types of determiners:
- **definite articles**: the pencil

- **indefinite articles**: a pencil

- **demonstratives**: this pencil or that pencil

- **possessives**: her pencil or my pencil

- **quantifiers**: some pencils or many pencils

- **numbers**: six pencils

Alison watched with sad eyes as they took her mother's sofa away.

Pronouns

Pronouns are words that can be used instead of a noun. They are important for kids to learn in school. They can be taught in English lessons.

Examples of pronouns are: he, she, it, they. Pronouns are used so we don't have to repeat words. An example of using pronouns in a sentence:

*We ordered a new **fridge** online because the **fridge** was broken.*

Instead of using 'fridge' twice in the same sentence, we can use the pronoun 'it'.

*We ordered a new fridge online because **it** was broken.*

personal pronoun: can be used instead of a person, place or thing.
person or group: I, you, he, she, it, we, they, me, him, her, us, them
things: they, them, it
*Sally gave Tim a lift to work because **he** needed to repair **his** bike. **He** was slow getting ready and **they** we're late.*

possessive pronoun: help to identify who owns something.
Some can be used independently: mine, yours, his, hers, ours, theirs, whose.
Others need a noun to go with them: my, your, his, her, its, our, their, whose.
*Matt parked **his** car in **his** parking space. He walked into **his** school.*

relative pronoun: a word which is used to refer back to nouns which have already been mentioned in the sentence.
They can describe people. things (including animals), places and abstract ideas.

They can also be used to join two parts of a complex sentence using relative clauses.

who – referring to people; **which** – referring to things; **when** – referring to a time or time period; **where** – referring to a place; **whose** – the possessive form of 'who' and **that** – can be used to refer to people or things.

These pronouns are usually used in the middle of sentences to join two clauses together. (See **relative clauses**.)

reflexive pronoun: a type of pronoun which indicates that the subject and the object are both the same. They always include the suffix 'self' or 'selves'.

He gave <u>himself</u> a pat on the back.

indefinite pronouns: don't refer to any particular person, thing or quantity.

one, other, none, some, anybody, everybody, somebody, anyone, someone, no one.

<u>Everyone</u> was late because of the weather.

Preposition

A preposition is a linking word in a sentence, used to show where things are in time or space. There are prepositions of place, time, direction and agent. Prepositions are generally placed before the noun or pronoun to which they are referring in a sentence.

Examples of Prepositions

There are a large number of different prepositions, but the most commonly encountered at the primary level are:

Place	Time	Direction
In	Before	To
On	After	Toward
At	During	Into
Under	In	Along
Behind	On	Across
Between	At	Through

Words, Phrases and Clauses

A word is a small unit that has a meaning. For example:

car.

Phrases are small groups of words (two or more) that allow meaning (the word) to be explained:

The shiny, blue car
(Note: this is an example of an expanded noun phrase.)

Clauses are groups of words that contain a subject and a verb. They can be a main clause, coordinate clause or a subordinate clause. They make up a sentence that makes sense on its own. This is called a main clause.

The shiny, blue car raced around the track.

A subject is the noun, pronoun or noun phrase in the sentence carrying out the main action.
The verb is the action.

The subject = shiny, blue car
The verb = raced

Making a Sentence

A sentence is a set of words which makes up a complete thought. It achieves this by following a et of grammatical rules to convey a statement, question, exclamation or command.

A sentence starts with a capital letter and ends with a full stop, question mark or exclamation mark.

Usually, a sentence contains a subject and always contains a verb.

simple sentences = **subject** + <u>one verb</u>

<p style="text-align:center;">*Hugh <u>went</u> to the shop.*</p>

compound sentence = **main clause** + <u>coordinating conjunction</u> + **main clause**

<p style="text-align:center;">*I like dogs <u>but</u> my friend likes cats.*</p>

<p style="text-align:center;">*(The two main clauses make sense on their own as a sentence.)*</p>

complex sentence = **main clause** + <u>subordinating conjunction/preposition</u> + *subordinate clause*

OR

complex sentence = <u>subordinating conjunction/preposition</u> + *subordinate clause* + **main clause**

The boy screamed <u>when</u> *the bowling ball fell on his foot.*

<u>When</u> *the bowling ball fell on his foot,* **the boy screamed.**

A subordinate clause (also known as a dependent clause) has two main characteristics:

1. Unlike Main Clauses, they do not express a complete unit of thought on their own
2. They depend upon Main Clauses in order to make grammatical sense

(A subordinate clause does not make sense on its own.)

Conjunctions

The main job of a conjunction is to link together different parts of a sentence to help you connect or emphasize ideas or actions. Conjunctions help you form more complex and interesting sentences and make your writing flow more smoothly.

Coordinating conjunctions serve a very large function. They connect sweeping ideas together, forming cohesive, comprehensive ideas.

Coordinating Conjunctions

A coordinating conjunction is placed between words, phrases, clauses, or sentences of equal rank. It joins a co-ordinate clause to the main clause to create a compound sentence.

If the coordinating conjunction is linking two sentences, the clauses need to make sense on their own.

I had a terrible cold. I still went to work.

You can add the coordinating conjunction 'but' in between these causes so the sentence reads:

*I had a terrible cold **but** I still went to school.*

For – Explains reason or purpose (just like "because"): I go to the park every Sunday, for I long to see his face.

And – Adds one thing to another: I like to read, and I write faithfully in my diary every night.

Nor – Used to present an alternative negative idea to an already stated negative idea: I neither love nor hate to watch TV.

But – Shows contrast: Television is a wonderful escape, but it interferes with my writing.

Or – Presents an alternative or a choice: Would you rather read a book or watch a good TV show?

Yet – Introduces a contrasting idea that follows the preceding idea logically (similar to "but"): I always take a book to the beach, yet I never seem to turn a single page.

So – Indicates effect, result or consequence: I like to read, so my grammar is always on-point.

Subordinating Conjunctions

Subordinating conjunctions are words or phrases that link a subordinate (dependent) clause to a main (independent) clause.

A conjunction is a word, or words, that are added to a sentence to connect two clauses together.

I SAW A WABUB!

Try to remember these important subordinating conjunctions.

If Since As When Although While After Before Until Because!

Use subordinating conjunctions in different positions within your sentences.

Although he made me jump, I was thrilled to see a wabub behind the tree.

I am going on a wabub hunt **after** I have eaten my dinner.

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A WHITE BUS

A	WH	I	T	E	B	U	S
although as after	wherever whenever when whereas whether which	if in case in order that	though till that	even though even if	because before	until unless	since

Relative and Embedded Clauses

Relative Clause

A relative clause is a type of subordinate clause which adapts, describes or modifies a noun by using a relative pronoun. Relative clauses are used to create complex sentences, and they avoid using the same pronoun twice in two separate sentences. They do not make sense on their own.

Relative pronouns vary depending on the person they refer to:

- 'Who' refers to a person or people.
- 'Which' refers to a thing, a place or animals.
- 'That' refers to a thing, a place or a person.
- 'When' refers to a time.
- 'Where' refers to a place.

Example:

> Matthew was playing the guitar. He was in his bedroom.

This is not a sentence with a relative clause. These are two simple sentences that use two separate pronouns.

> Matthew, **who was in his bedroom,** was playing the guitar.

Here, the relative clause is 'who was in his bedroom.' The relative pronoun is 'who' and refers to Matthew, so we don't need to use two different sentences. This relative clause is also an 'embedded clause', meaning that it's a clause nested in the middle of a sentence.

Embedded Clause

An embedded clause is a clause used in the middle of another clause to give the reader more information about a sentence. Embedded clauses rely on the main clause and don't make sense in isolation.

We often, but not always, separate embedded clauses from the main sentence using commas on either side.

Luke**, as soon as he heard the news,** rushed to the hospital.

The crocodile**, which had been lurking under the water,** pounced towards it prey.

Relative clauses can also be embedded clauses.

Sentence Types

command: a direct instruction telling someone to do something.
It contains an imperative verb which does not need a subject.
They are used for different reasons: instructions; recipes, conversations, rules, laws and sport.

Clean the car.

question: a type of sentence which asks a question. It either begins with who, what, when, where, why, how or reverses the pronoun/verb order in a statement. They are punctuated with a question mark.

Do you drive? Why did you choose that meal?

statement: a sentence that conveys a simple piece of information.

It is a sunny day today.

exclamation: a sentence which expresses surprise or wonder, and ends with an exclamation mark in place of a full stop. Expresses excitement, strong emotion and emphasis in a sentence.

That film was really scary!

Contraction

A contracted form is a grammatical term. It refers to short words made by putting two words together and omitting some letters, which are replaced by an apostrophe.

should have → should've	**could not** → couldn't	**do not** → don't	**I will** → I'll
we are → we're	**could have** → could've	**let us** → let's	**they will** → they'll
you have → you've	**would have** → would've	**cannot** → can't	**have not** → haven't
must not → musn't	**he would** → he'd	**does not** → doesn't	**it is** → it's
shall not → shan't	**they are** → they're	**had not** → hadn't	**she is** → she's
should not → shouldn't	**I am** → I'm	**was not** → wasn't	**would not** → wouldn't

Active Voice

The subject is performing the action in the sentence which affects the object.

Subject - the 'do-er' or 'be-er'. It can be a nun, noun phrase or pronoun. It is the person or thing that is creating an action, state or occurrence.

Verb - Describes the action, state or occurrence in the sentence.

Object - The object of a sentence is the person or thing that is affected by the verb.

Dad washed the car.
Subject: Dad
Verb: washed
Object: car

Passive Voice

Some children were given extra playtime by the teacher.

In a passive sentence the thing that would normally be the object (the children) has been turned into the subject through the use of the passive form of the verb (were given). The normal subject (the teacher) has become a prepositional phrase (by the teacher).

An active version on this sentence would be: The teacher gave some children extra playtime.

Passive sentences use the past participle verb form. These verb forms cannot be used on their own; they are linked to another verb in the sentence. E.g. be, was, will, were, is, get, got.

Some children given extra playtime by the teacher doesn't make sense so it needs were in front of the verb given.

Why use the passive voice?

Passive voice draws attention to the person or thing affected by the verb.

Example:
The boy screamed at the girl. (The emphasis is on the boy.)
The girl was screamed at by the boy. (The emphasis is now on the girl.)

Past and Present Progressive

If **was, were, is, are, am** are used with a past tense verb –ing, it is progressive.
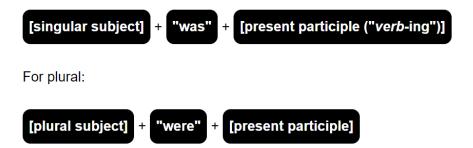
Past Progressive

Also known as past continuous tense, the past progressive is a form of the past tense where an action goes on for a period of time in the past. The past progressive is formed by using the past for of the verb 'to be' as an auxiliary verb and by adding the suffix '–ing' to the main verb.

Any sentence that uses 'was' or 'were' and then a verb with the '–ing' suffix is past progressive tense.

*Louise **was** baking a cake.*
*They **were** painting the fence.*

For singular:

[singular subject] + **"was"** + **[present participle ("*verb*-ing")]**

For plural:

[plural subject] + **"were"** + **[present participle]**

Present Progressive

Present progressive = subject + verb 'to be' + present participle (verb +'ing')

The present progressive tense (sometimes called the present continuous) is a tense which describes an action which began in the past and is still going on now.

The present progressive requires a present form of the verb 'to be' and the '-ing' form of the main verb.

Any sentence that uses 'is', 'am' or 'are' and then a verb with the '–ing' suffix is present progressive tense.

*Ali **is** swimming in the pool.*
*The team **are** winning the game.*
*I **am** talking.*

Subject	Verb "to be"	Present Participle
I	am	
You	are	
He / She / It (or singular noun)	is	[verb] + "ing"
We	are	
You	are	
They (or plural noun)	are	

Past and Present Perfect Tense

Past Perfect Tense

The past perfect is a verb tense used to discuss actions that were completed before a specified (or implied) point in the past.

The past perfect tense is usually formed by combining the past tense of 'had' with the past participle of the verb used e.g. 'I bake' in the present tense becomes 'I had baked' when you use the past perfect tense.

The **past perfect tense** is formed:

"had" + **[past participle]**

- I had jumped

- I had met

The majority of time, add the suffix '-ed' to the word to create the past participle.

Example: cry – cried; open – opened; enter – entered.
Irregular verbs are formed in all sorts of different ways.
Example: catch – caught; choose – chosen; know – known.

Present Perfect Tense

Past Perfect Tense refers to an action or state that either:

1. Occurred at an indefinite time in the past (e.g 'I have spoken with Jason before') or
2. Began in the past and continued into the present (e.g 'she has started to feel ill in the last few hours').

It can be remembered by the formula:

[subject] + **"has" or "have"** + **[past participle]**

- I have worked.

- She has painted.

The majority of time, add the suffix '-ed' to the word to create the past participle.

Example: cry - cried; open - opened; enter - entered.
Irregular verbs are formed in all sorts of different ways.
Example: catch - caught; choose - chosen; know - known.

[subject] + **"has" or "have"** + **[past participle]**

Synonym and Antonym

Synonyms

A synonym is a word, morpheme or phrase which has the exact same meaning, or a very similar meaning, to another word. For example, synonyms of 'happy' include 'joyful', 'cheery' and 'contented'.

Synonyms are useful when you want to avoid repeating the same word over and over again when you are writing or even in speech.

Synonyms often have very slight differences in meaning which sometimes means one is more appropriate than another one in a given context.

Antonyms

An antonym is a word that has the exact opposite meaning to another. Antonyms are often adjectives and adverbs that have a word that they directly oppose.

Example:
sunny – rainy
colourful – dull
kind – mean

Commas

A punctuation mark used in a sentence to mark a slight break between different parts of a sentence, or to separate clauses in order to reduce ambiguity and increase cohesion.

You need to use commas:
- to separate items in a list
- to demarcate clauses
- before introducing direct speech.

Jenna bought some apples, grapes, bananas and pears for her fruit salad.

Although she was tired, Tilly went to the party.

The children, who were in year 3, were very excited.

Howard shouted, "Watch out for the rhino!"

Parenthesis

Parenthesis is a word, phrase or sentence that is put in writing as extra information or an afterthought. If the parenthesis is taken away, the passage would still be complete without it.

Parentheses are when the writer wants to include incidental or extra information. These may be:

- Passing comment
- A minor example or addition
- A brief explanation

Punctuation

There are 3 types of parenthesis punctuation: commas, dashes or brackets. Depending on the tone the writer wants to strike, they might want to insert parentheses by using commas, dashes or brackets.

My friend Chloe (who is three months older than me) is coming to my house tonight.

My friend Chloe – who is three months older than me – is coming to my house tonight.

My friend Chloe, who is three months older than me, is coming to my house tonight.

Dash

A dash is an adaptable punctuation mark which can be used to indicate parenthesis within a sentence and can be used instead of a bracket or a colon.

The main concept of a dash is to separate two independent clauses /main clauses which are sentences that make sense on their own. Using a dash in a piece of writing would usually be associated with informality.

The dash also marks out extra information embedded in the sentence or to add drama.

A dash can sometimes be confused with a hyphen, however, they are quite different. A hyphen is slightly shorter than a dash and is simply used to combine two words together.

The man was plainly dressed – so he would not be noticed – in a black suit.

It was a long wait – perhaps the longest of his life.

My mum said the man was funny – I didn't agree.

Paris – which is the capital of France – is a beautiful city.

Colon

A colon is a type of punctuation mark that is used in a sentence to indicate that something is about to follow on from it, such as a quotation, an example or a list. They can also be used to expand a sentence that is an explanation or continuation of the clause that comes before the colon.

A colon looks like two full stops, one above the other. A helpful thing to remember about colons is that because they look like two full stops, they can only be used at the end of an independent clause/main clause.

Expanding a Sentence using a Colon

She wanted just one thing: happiness.
The dog liked to sleep in two rooms: the bedroom and the living room.
There was only one piece of fruit left in the bowl: an orange.
She put ice cubes in her lemonade: it was roasting hot that day.

Quotations

He offered the following advice: "Eat five fruits and vegetables every day."
She muttered: "Go away."
From over the fence, Tom shouted: "It's hot today, isn't it?"

Lists

This one can be slightly trickier as colons are not always needed to introduce a list. This means that when we write a list, we need to make the decision about whether it needs a colon or not.

A good question to ask yourself before writing out a list is: "Does the phrase in my list make sense on its own?"
If the phrase doesn't make sense on its own, use a colon. If it does, don't use one.
The pot held pencils, rubbers and elastic bands.
The pot contained the following: pencils, rubbers and elastic bands.

Semi-Colons

A semi-colon is used to separate items in a list when more detailed information is added.

The attractions of the theme park include: the Turbo Charger, the highest rollercoaster in the world; the Slippy Slidey, a water ride; and the Whirler, a giant spinning wheel.

A semi-colon is also used to separate two main clauses that are closely related to each other, but could stand on their own as sentences.

I have a big test tomorrow; I can't go out tonight.

I've just had a big meal; however, I am hungry again.

A semi-colon can also be used to replace conjunctions such as but, and, or, so etc.

The pen went down the back of the sofa; James could not reach it.

I have finished my main course; I need to order my dessert.

Joe likes cakes; Jack prefers crisps.

Hyphens

A hyphen links words or parts of words to make it clearer and easier to read.

Different from a dash because you do not leave a space between a hyphen and the words in a sentence and it is half as long as a dash.

1. Used to show that a word continues on the next line.
Gemma walked slow-
ly towards the lion.

2. Used to link separate words into one new word.
Mother-in-law

Direct Speech

A sentence where the exact words that are spoken are written in speech marks, quotation marks or inverted commas. Direct Speech can be used in multiple written texts, especially within stories it can help readers feel engaged and understand characters better.

Rules of inverted commas:
- speech is opened with inverted commas
- speech always starts with a capital letter
- A piece of punctuation is placed before the closing inverted comma
- Closing inverted commas go at the end of the speech
- A reporting clause goes before or after the speech. If before, the reporting clause must have a comma. If after, you cannot use a full stop before the closing inverted commas.
- New speaker; new line

Batman shouted, "Look out!"

"Look out!" shouted Batman.

Indirect Speech

A sentence where the main points of what someone has said are reported without actually writing the speech out in full. No speech marks/inverted commas are used.

Mum told us to tidy our rooms.

The teacher told everyone to be quiet.

The boy told his friend a secret.

Standard English, Formal and Informal

Standard English: Standard English is accepted as the "correct" form of English, used in formal speaking or writing. Standard English is the variety of English which is used, with minor regional and national variations, as a world language.

Formal: Formal speech typically abides by the rules of Standard English, including a proper sentence structure and respectful address. 'Sir' and 'Madam' are two common pronouns and forms of address often used in formal speech.

Formal speech is intended to demonstrate respect between speakers, as well as an overall sense of decorum. Formal speech would not include slang words, colloquial language and normally does not include contractions such as 'hasn't' or 'doesn't'.

Informal: Informal speech may include slang terms, nicknames, common idioms, contractions and examples of colloquial language. It is unexamined, functional and does not follow the rules of grammar or standard English.

Fronted Adverbial

A fronted adverbial is a word, phrase or clause that is used, like an adverb, to modify a verb or a clause. Adverbs can be used as adverbials, but many other types of words, phrases and clauses can be used in this way, including prepositional phrases and subordinate clauses.

Fronted adverbial phrases are useful in descriptive writing, as they can easily describe where, when and how an action occurred.

Basically, fronted adverbials are phrases or words at the start of a sentence which are used to describe the action that follows. They can be used as sentence starters. Normally, a comma is used after an adverbial, although there are still plenty of exceptions to this rule.

Fronted adverbials describe a variety of different actions. They are most commonly used to describe:

- The time something happens, e.g. 'Before sunrise, Darius crept into the beast's cave.'

- The frequency (how often) something happens, e.g. 'Every so often, Darius could hear the beast's ferocious snore.'

- The place something happens, e.g. 'At the back of the cave, the terrifying creature began to stir.'

- The manner something happens, e.g. 'As quick as a flash, Darius bounded behind a nearby rock.'

- The possibility (how likely) something will/has happen(ed), e.g. 'Almost certainly, the deadly beast was nearing closer.'

Cohesive Devices

What is the purpose of a cohesive device?

When the ideas within and across paragraphs link well together we say the paragraph has cohesion. You can think of cohesion like glue holding the paragraphs together.

- It keeps order in the paragraph.
- Related ideas are kept together.
- It makes it easier for the reader to understand the text.
- Ideas flow more smoothly
- It provides links between ideas.

Types of cohesive devices:

- determiners
- pronouns
- conjunctions
- repetition
- adverbials
- ellipsis

Personification

Personification is a type of figurative language which gives an animal, plant or object human characteristics. It is used in fiction to help describe things.

Bestowing human characteristics onto non-human objects or creatures helps to inspire empathy in the reader. If we describe a teddy bear as 'mistreated' by its owner, we cannot help but feel sorry for it even though it is an inanimate object.

Personification can also be used to create strong visual images in the mind of the reader. When we describe flowers as swaying' or trees as 'waving', we are attributing them with an agency they do not have. However, the image it evokes is one that is familiar and also beautiful and meaningful to the reader.

The stars danced in the sky.

In the jungle, the lion sings tonight.

Imagery and Figurative Language

Figurative language is a language that is used non-literally to create a special meaning. It often has different meaning or intentions beyond the ways in which the word or phrase is typically used.

Figurative language allows the writer to appeal to the reader's senses, imagination and sense of humour. It paints a picture in the reader's mind to better describe parts of their story to make it more interesting to read.

Imagery is a way of using figurative language in order to represent ideas, actions or objects that are written by someone in a way that appeals to a person's physical five senses. Imagery is really important for writers. It helps their language to appeal to the reader. Without imagery, the person reading may not be able to imagine the world in a specific way the writer intended or had in mind.

Symbolism

Hyperbole

Alliteration

Metaphor and simile

Personification

Onomatopoeia

Oxymoron

Symbolism: The literary sense is the exploration of thoughts and feelings through imagery and objects. It allows authors to add additional layers of meaning to a story without necessarily having to explain it. E.g. the colour black is used as a symbol of death.
Nothing exciting ever happened in a grey city.

Hyperbole: Exaggerating a situation, action or feeling by using extreme language to intensify the image created in the reader's mind. The hyperbolic expression has to be something which is not literally possible.
If I have to sit through that film again, I will die!

Alliteration: A poetic device that uses the same letter sound at the beginning of adjacent or closely connected words in a sentence.
The snow storm affected the girl's vision.

Metaphor: Compares common characteristics of two unlikely things by implying that one thing is actually another.
The snow was a white blanket.

Simile: Compare the characteristics of two unlikely things using the words like, as, than and as if. This comparison is intended to make a description more vivid.
The wind sounded like a woman wailing.

Personification: The writer gives human characteristics or actions to non-human things such as objects or animals.
The wailing wind ripped through the deserted streets of Barcelona.

Onomatopoeia: Words whose sounds suggest, resemble or imitate the sound of what they are describing.
The door creaked open.

Oxymoron: A phrase made of two or more words that actually have opposite meanings. You might say that they juxtapose each other, which means, when placed close together, they create an interesting contrasting effect.
The deafening silence made the little girl feel uneasy.

Spelling Rules

Spelling Rules

Plurals

In most cases, just add 's'

e.g.

dog -> dogs   table -> tables

If the root words ends with –s, -ss, -sh, -ch, -x, or z, add 'es'

E.g.

fox -> foxes   church -> churches

If the root word ends with a consonant then a 'y', change the 'y' to 'i' and add 'es'

E.g.

supply -> supplies   cry -> cries

If the root word ends with 'f', change it to 'v' and add 'es'

E.g.

wolf -> wolves   scarf -> scarves

Beware! There are lots of exceptions with plurals.

Plurals

If the singular noun has a vowel and then 'y', just add 's'

E.g.

day -> days

If the root words ends with –o, add 'es'

E.g.

potato -> potatoes   tomato -> tomatoes

If the singular noun ends with –us, the plural is often 'i'

E.g.

cactus-> cacti

Some nouns don't change at all when they are plurals

E.g.

fish-> fish   sheep -> sheep

Some nouns have completely different plurals!

E.g.

child-> children   mouse -> mice

Beware! There are lots of exceptions with plurals.

Adding the —ed suffix

If the root words ends with a two vowels and then a consonant, you will usually just add —ed.

E.g.

loop -> looped   clean-> cleaned

If the root words ends with a two consonants, you will usually just add —ed.

E.g.

walk -> walked   jump -> jumped

If the root words ends with a single vowel and then a single consonant, you will need to **double** the consonant.

E.g.

hop -> hopped   tip -> tipped

If the root words ends with an 'e', you can just add 'd'

E.g.

hope -> hoped   poke -> poked

Adding the –ing suffix

If the root words ends with a two vowels and then a consonant, you will usually just add –ing.

E.g.

loop -> looping   clean-> cleaning

If the root words ends with a two consonants, you will usually just add –ing.

E.g.

walk -> walking   jump -> jumping

If the root words ends with a single vowel and then a single consonant, you will need to **double** the consonant.

E.g.

hop -> hopping   tip -> tipping

If the root words ends with an 'e', you will need to drop it before adding –ing.

E.g.

hope -> hoping   poke -> poking

Endings which sound like 'shun'

If the root words ends with –t or –te, add –tion

E.g.
invent -> invention   hesitate -> hesitation

If the root words ends with –ss or –mit, add –ssion

E.g.
express -> expression   permit -> permission

If the root words ends with –d, -de or –se, add –sion

E.g.
expand -> expansion   divide -> division
confuse -> confusion

If the root words ends with – c, add –cian
(jobs which end in 'shun' will be spelt –cian)

E.g.
music -> musician   electric -> electrician

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-tion endings (words ending in –t or –te)

act → action

complete → completion

-ssion endings (words ending in –ss or –mit)

confess → confession

admit → admission

-sion endings (words ending in –d, -de or –se)

comprehend → comprehension

collide → collision

infuse → infusion

-cian endings (words ending in -c)

magic → magician

politic → politician

The suffix –ous

For most words, just add 'ous', removing the 'e' if the word ends with one.

E.g. danger -> dangerous   fame -> famous

If the root word ends with 'our', change it to 'or' first

E.g.

humour -> humorous   glamour -> glamorous

If the root words ends with a hard 'g' sound, keep the 'e' at the end.

E.g.
courage -> courageous   outrage -> outrageous

If there is an 'ee' sound before the 'ous' ending, it is usually spelt –ious, although a few will be spelt –eous

E.g.

serious   obvious   curious   hideous   @SarahFarrellKS2

> Adding the –ous suffix turns a noun into an adjective. It means 'full of'.

Most words

poison → poisonous

adventure → adventurous

Words ending in 'our'

vigour → vigorous

Words ending with a hard g

advantage → advantageous

Words ending in 'ee' sounds

fury → furious

The –ly suffix

The suffix –ly is added to adjectives to form adverbs.

In most cases, just add -ly.
E.g. sad -> sadly   complete -> completely

If the root word is more than one syllable and ends in a consonant and then 'y', change the 'y' to and 'i' first.

E.g. happy -> happily   angry -> angrily

If the root word ends with –le, change it to –ly
E.g gentle -> gently   simple -> simply

If the root word ends with –ic, add –ally rather than just –ly.
E.g. frantic -> frantically   basic -> basically

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The in-, il-, im- and ir- prefixes

The prefix –in is added to change the word to its opposite.
E.g.

active -> inactive   correct -> incorrect

Before a root word beginning with 'l', in– becomes il-
E.g. legal -> illegal   legible -> illegible

Before a root word beginning with 'm' or 'p', in– becomes im-
E.g. mature -> immature   possible -> impossible

Before a root word beginning with 'r', in– becomes ir-
E.g.
regular -> irregular   responsible -> irresponsible

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Most words	
definite	bad
definitely	badly

2 syllable words ending in a consonant then 'y'	
ordinary	hearty
ordinarily	heartily

Words ending with -le	
able	amicable
ably	amicably

Words ending in -ic	
comic	drastic
comically	drastically

Most words	
accurate	decisive
inaccurate	indecisive

Before a root word beginning with 'l'	
logical	legitimate
illogical	illegitimate

Before a root word beginning with 'm' or 'p'	
mortal	perfect
immortal	imperfect

Before a root word beginning with 'r'	
relevant	regular
irrelevant	irregular

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The suffix –ation

The suffix –ation is added to verbs to form nouns. In most cases, just add –ation.

E.g.

confirm -> confirmation   inform -> information

If the root word ends with 'e', remove it before adding –ation.

E.g.

sens**e** -> sensation   admir**e** -> admiration

If the root word ends with 'y', remove it and add 'ic' before adding –ation.

E.g.

multipl**y** -> multip**lication**   notif**y** -> noti**fication**

The suffixes –ture and –sure

The –ture spelling will be used when the word sounds like it has a 'ch' sound,

E.g.

fixture   mixture   capture

sculpture

The –sure spelling will be used when the word sounds like it has a 'zsh' sound

E.g.

measure   pleasure   treasure

closure

Exception:

If the root word ends with -ch or -tch, the 'ch' sound will be spelt 'cher' or 'tcher'

Example:

teach -> teach**er**   preach -> preach**er**

stretch -> stretch**er**   catch -> catch**er**

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Most words

consider

consider**ation**

experiment

experiment**ation**

Root words that end in 'e'

prepar**e**

prepar**ation**

decorat**e**

decor**ation**

don**ate**

don**ation**

cre**ate**

cre**ation**

Root words that end in 'y'

qualif**y**

qualif**ication**

personif**y**

personif**ication**

-ture endings

creature   moisture

fracture   puncture

structure   nature

-sure endings

exposure   pressure

insure   ensure

enclosure   leisure

Prefixes

re-

to do something again. rewrite, redo, rewash

sub-

under or below. submarine, substandard, subordinate

inter-

between/ among. international, interact, intercity

super-

above/ beyond. superman, supermarket, superglue

anti-

against. anticlockwise, antisocial, antifreeze

auto-

self. autograph, autobiography, automatic

Words with the 'g' sound spelt 'gue' and the 'k' sound spelt 'que'

Some words with the 'g' sound at the end of the word are spelt 'gue'

tongue, vague, rogue, catalogue, monologue, intrigue

Some words with the 'k' sound at the end of the word are spelt 'que'

antique, mystique, picturesque, grotesque

Re- (to do something again)	sub- (under or below)
act	standard
react	substandard

inter- (between, among)	super- (above, beyond)
act	power
interact	superpower

anti- (against)	auto- (self)
social	pilot
antisocial	autopilot

Words with the 'g' sound at the end of the word spelt 'gue'

tongue	league
vague	plague
rogue	intrigue
catalogue	monologue

Words with the 'k' sound at the end of the word spelt 'que'

unique	plaque
mosque	cheque
pique	opaque
antique	technique

The 'i' sound spelt 'y' when not at the end of word

In some words with the 'i' sound in the middle of a word, it will be spelt with a 'y'

These words are not very common, so it's best to just learn them.

gym	sympathy
myth	typical
pyramid	crystal
mystery	Egypt
oxygen	hymn
cygnet	cryptic

Words with the 'k' sound spelt 'ch'

In some words, the 'k' sound will be spelt 'ch'.

These words are not very common, so it's best to just learn them.

ache, anchor, chemist, orchestra mechanic, scheme

ache	monarch
anchor	orchid
chaos	scheme
chemist	stomach
chorus	architect
echo	character

Words with the 'sh' sound spelt 'ch'

In some words, the 'sh' sound will be spelt 'ch'.

These words are not very common, so it's best to just learn them.

chef, champagne, machine, brochure, parachute

chef   machine

chalet   brochure

chute   parachute

chandelier   machinery

Words with the 's' sound spelt 'sc'

In some words, the 's' sound will be spelt 'sc'.

These words are not very common, so it's best to just learn them.

Quite often, the 'sc' spelling will be used before the letters e or i.

science, scissors, descend, crescent

science   scene

crescent   ascend

descend   scissors

fascinating   scent

Words with the 'ay' sound spelt 'ei', 'ey' or 'eigh'

'eigh'
These spellings can go at the **beginning**, **middle** and **end** of words, e.g. **eigh**t, w**eigh**t, w**eigh**

'ei'
These spellings tend to go in the **middle** of words, e.g. v**ei**n, b**ei**ge, r**ei**n

'ey'
These spellings tend to go at the **end** of words, e.g. th**ey**, gr**ey**, ob**ey**,

'eigh'- often in the **beginning**, **middle** or **end** of words

eight   weight   weigh

eighteen   neighbour   sleigh

'ei'- often in the middle of words

vein   veil

reign   abseil

deity   beige

'ey'- often at the **end** of words

obey   they   prey

Words with the 'u' sound spelt 'ou'

In some words, the 'u' sound will be spelt 'ou'.

This combination of letters to make the 'u' sound will only happen in the **middle** of words.

touch, young, double, trouble, couple, country, cousin

touch   young

double   trouble

couple   country

cousin   courage

encourage   flourish

nourish   rough

tough   enough

Adding suffixes to words ending in 'fer'

If the 'fer' sound is stressed, double the r.
E.g. re_ferr_ing, trans_ferr_ed.

If the 'fer' sound is not stressed, don't double the r.
E.g. _ref_erence, _pref_erence.

re_ferr_ing   pre_ferr_ing
re_ferr_al   trans_ferr_ing

_off_ering   _pref_erence

_off_ered   _ref_erence

Words ending in –ce or –se

Some words sounds very similar but are spelt differently.

In these pairs of words, those ending in –ce are nouns and those ending in –se are verbs.

Nouns:
I gave him some **advice.**
I handed him a **device.**
My dentist **practice** is very close.

Verbs:
I will **advise** him on the best course of action.
I will **devise** a cunning plan.
I need to **practise** so I can improve.

Nouns ('ce')

advi**ce**   devi**ce**
practi**ce**   licen**ce**

Verbs ('se')

advi**se**   devi**se**

practi**se**   licen**se**

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Words which end with '-cious' or '-tious'

If the root words ends with –ce, the 'shus' sound is usually spelt 'cious'

E.g.
gra**ce** -> gra**cious**

spa**ce** -> spa**cious**

mali**ce** -> mali**cious**

If the word could end '-tion-', the 'shus' sounds is likely to be spelt '-tious'.

E.g.

ambi**tion**-> ambi**tious**

infec**tion**-> infec**tious**

cau**tion**-> cau**tious**

nutri**tion**-> nutri**tious**

Words which end with '-cial' or '-tial'

'-cial' is common after a vowel.

E.g.

off**i**cial

sp**e**cial

artif**i**cial

'-tial' is common after a consonant.

E.g.

substa**n**tial

esse**n**tial

confide**n**tial

-cious endings

gra**ce**   spa**ce**

gra**cious**   spa**cious**

mal**ice**   fero**city**

mali**cious**   fero**cious**

-tious endings

cau**tion**   infec**tion**

cau**tious**   infec**tious**

ambi**tion**   nutri**tion**

ambi**tious**   nutri**tious**

-cious endings (common after a vowel)

off**i**cial   sp**e**cial

cr**u**cial   artif**i**cial

off**i**cial   benef**i**cial

-tious endings (common after a consonant)

substa**n**tial   pa**r**tial

esse**n**tial   pote**n**tial

confide**n**tial   torre**n**tial

Words which end –ant, -ance, -ancy, -ent, -ence or –ency

If there is a related word which could end in 'ation', use -ant/ -ance/ -ancy
E.g.
obser*v**ation* -> obser*vant*/ obser*vance*
hesit*ation* -> hesit*ant*/ hesit*ance*/ hesit*ancy*

If there is a soft 'c', soft 'g' or 'qu', use -ent/ -ence/ -ency
E.g.
inno**c**ent (soft c)
fre**qu**ent (qu)

Words ending in –able, -ably, -ible and –ibly
The –able ending is usually used if a complete root word can be heard before it.

E.g.
adore -> adorable/ adorably
consider-> considerable/ considerably
understand-> understandable/ understandably
TIP:
If the word ends with –ce or –ge, keep the 'e'
E.g.
change -> changeable (not changable)

The –ible ending is usually used if a complete root word can't be heard before it.
E.g.
possibly
terribly

-ant, -ance or –ancy (if there is a related word that could end in 'ation')

observ*ation* ⟶ observ*ant*
hesit*ation* ⟶ hesit*ant*
expect*ation* ⟶ expect*ant*
toler*ation* ⟶ toler*ant*

-ent, -ence or –ency (after a soft 'c', 'g' or 'qu')

inno**c**ent   fre**qu**ent
dili**g**ent   emer**g**ent

independent   confident
excellent   existent
environment   government

-able and –ably (often if a complete word can be heard before it)

adore ⟶ ador*able*
believe ⟶ believ*able*
suit ⟶ suit*able*

If the word ends in –ce or –ge, keep the 'e'!

change ⟶ change*able*
notice ⟶ notice*able*

-ible and –ibly (often if a complete word can't be heard before it)

poss*ible*   incred*ible*
terr*ible*   plaus*ible*
horr*ible*   elig*ible*

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Words with the 'ee' sound spelt 'ei'

If the 'ee' sound is NOT after a 'c', it will usually be spelt 'ie'

E.g.

p<u>ie</u>ce

gr<u>ie</u>ve

ch<u>ie</u>f

If the 'ee' sound IS after a 'c', it will usually be spelt 'ei'

E.g.

re<u>cei</u>ve

per<u>cei</u>ve

<u>cei</u>ling

'ee' sound NOT after a 'c'

p**ie**ce	misch**ie**f
gr**ie**ve	bel**ie**ve
ch**ie**f	th**ie**f
f**ie**ld	shr**ie**k

'ee' sound IS after a 'c'

re**ce**ive	per**ce**ive
ceiling	re**ce**ipt
de**ce**it	con**ce**ited

Words containing 'ough'

'ough' can be used to spell a number of different sounds:

'or'

brought/ thought

'uff'

enough/ rough

'uruh'

thorough/ borough

'ow'

bough/ plough

'oh'

although/ though

'oo'

through

'off'

cough/ trough

'up'

hiccough

'or'	'uff'
brought thought bought nought fought	enough rough tough
'uruh'	'ow'
thorough borough	bough plough
'oh'	'oo'
although though dough	through
'off'	'up'
cough trough	hiccough

Words with silent letters

silent 'n'
usually after an 'm'- autu**m**n, colu**m**n, sole**m**n

silent 'k'
usually before an 'n'- **k**nock, **k**now, **k**nee

silent 'w'
usually before an 'r' - w**r**ist, w**r**ote, w**r**ong

silent 'g'
usually before an 'n' - sig**n**, foreig**n**, resig**n**

silent 'l'
usually after an 'a' - c**a**lm, h**a**lf, t**a**lk

silent 'b'
usually after an 'm' - thu**m**b, cru**m**b, nu**m**b

silent 'h'
usually before an 'o' - h**o**ur, gh**o**st, h**o**nest

silent 'u'
usually after a 'g' - **g**uess, **g**uard, ton**g**ue

silent 't'
often make a –**ften**, -**sten** or –**stle** combination-

soften, often, listen, fasten, whistle, castle   @SarahFarrellKS2

Silent 'n' (usually after 'm')	Silent 'k' (usually before 'n')	Silent 'w' (usually before 'r')
autumn column solemn	knock know knee	wrist write wrong
Silent 'g' (usually before 'n')	Silent 'l' (usually after 'a')	Silent 'b' (usually after 'm')
sign foreign resign	calm half talk	thumb crumb numb
Silent 'h' (usually before an 'o')	Silent 'u' (usually after a 'g')	Silent 't' (often make a –ften, -sten or –stle combination)
hour ghost honest	guess guard tongue	soften listen castle

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Trending Vocabulary

#Trending words for 'walked'

paraded
strutted
marched
tiptoed
crept

#Trending words for 'bad'

atrocious
wretched
dreadful
terrible
nasty

#Trending words for 'happy'

elated
ecstatic
thrilled
delighted
joyful

#Trending words for 'scary'

petrifying
spine-chilling
terrifying
alarming
frightening

#Trending words for 'like'

cherish
treasure
adore
admire
enjoy

#Trending words for 'angry'

outraged
furious
annoyed
frustrated
irritated