UKS2 Grammar Terminology

Clause: a phrase containing a verb

Relative clause: gives more info about the noun e.g. *That boy, who is called Fred, goes to my school.*

Noun: an object, place or name

Proper noun: a title, person's or place name, days, months (these have a capital letters)

Pronoun: replaces a noun e.g. *she, he, it, her, him*

Plural noun: more than one of a noun e.g. *cats*

Expanded noun phrase: adding extra detail about the noun

Adjective: a describing word, such as colour, shape, texture or size

Verb: a 'doing' word e.g. *run, sing, talk, walk, write*

Modal verb: changes the meaning of other verbs e.g. will /should

Adverb: adds more detail to the verb e.g. *running* **slowly/quickly**

Fronted adverbials: adverbial phrase appearing before the verb

Preposition: shows how a noun relates to other words in the sentence e.g. *on, in, during, between*

Prefix: a group of letters at the start of a word e.g. **dis**agree

Suffix: a group of letters at the end of the word e.g. tall**er** / polite**ness** / call**ing**

Conjunction: a word which links two words or phrases together e.g. *and*, *but*, *so*

Present tense: doing something now e.g. *I talk / I see*

Present perfect: The perfect form of a verb generally calls attention to the consequences of a prior event; e.g. *he has gone to lunch* implies that he is still away

Continuous tense: the 'ing' form of the verb e.g. *I am talking/ she is seeing...*

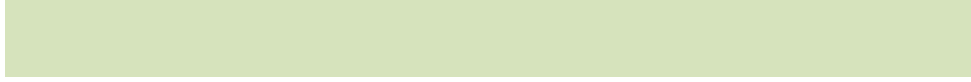**Past tense:** a completed action e.g. *I talked / I saw*

Possessive s: a noun followed by an apostrophe to show belonging

Astbury St. Mary's CofE Primary School

Spelling, Punctuation and Grammar
A guide for Upper KS2 Parents
Autumn 2016

Dear Parents,

Spelling, Punctuation and Grammar (SPaG) is tested nationally in Year Two and in Year Six. At the end of each key stage, all children will be assessed on their ability to recall their knowledge and understanding in these areas so it is vital that we work together to prepare them for this. Quality teaching of SPaG in school and your support at home, will give your child the best possible chance of success.

For your child to do well in the SPaG tests, they don't just have to be good at writing; they also need a technical understanding of how the English language works, including the correct grammatical terminology appropriate to their year group. We understand that supporting your child with learning SPaG can be challenging so we hope you will find this reference and glossary helpful and keep it to help you support your child with their learning.

*Please note that children are expected to be secure in the previous year's objectives as well as their own.

Curriculum expectations in Year 5	Curriculum expectations in Year 6
• Converting nouns or adjectives into verbs using suffixes e.g. *-ate; -ise; - ify*	• Use of the passive to affect the presentation of information in a sentence e.g. *I broke the window in the greenhouse* versus *The window in the greenhouse was broken*
• Verb prefixes e.g. dis–, de–, mis–, over– and re–	• Use of subjunctive forms such as *If I were* or *Were they to* come in some very formal writing and speech
• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	
• Indicating degrees of possibility using adverbs e.g. *perhaps* or modal verbs e.g. *might*	• A wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as *on the other hand* and ellipsis
• Devices to build cohesion within a paragraph e.g. *then*	
• Linking ideas across paragraphs using adverbials of time e.g. *later,* place e.g. *nearby* and number e.g. *secondly* or tense choices e.g. *he had seen her before*	• Use of the semi-colon, colon and dash to mark the boundary between independent clauses e.g. *It's raining; I'm fed up*, use of the colon to introduce a list and use of semi-colons within lists and how hyphens can be used to avoid ambiguity *recover* versus *re-cover*
• Brackets, dashes or commas to indicate parenthesis	
• Use of commas to clarify meaning or avoid ambiguity	• Punctuation of bullet points to list information