

Modal Verbs (indicating possibility)	Active Voice	Passive Voice	Simple Past	Simple Present	Past Progressive	Future Perfect
could, should, would, can, may, might, must, shall, ought, will	Paul kicked the ball. Eva licked the lolly.	The ball was kicked by Paul. The lolly was licked by Eva.	Lily licked the lolly.	Paul kicks the ball.	Paul was kicking the ball. Eva was licking the lolly.	Paul will have kicked the ball.
Present Progressive	Past Perfect	Subjunctive	Adverbs (indicating possibility)	Present Perfect	Punctuating Bullet Points	Simple Future
Paul is kicking the ball. Eva is licking the lolly.	Paul had kicked the ball past the goalkeeper.	If Paul were a better footballer, he could kick the ball straight.	never, always, often, rarely, maybe, perhaps, probably	Paul has kicked the football. I have eaten the lolly.	Eva is hoping to: • make lollies • play football with Paul	• Paul will kick the ball. • Lily is going to lick the lolly.
Relative Clause	Expanded Noun Phrase	Commas (to clarify meaning)	Colons	Colons (to introduce a list)	The plan for this lesson is: • We will learn more about SPaG. • The class will have fun.	
Paul, who enjoyed football, played every week.	The dark haired girl with a taste for frozen lollies.	Eva likes fruit pasta and a drink for lunch. 'Fruit pasta!' Eva likes fruit, pasta and a drink for lunch.	Paul likes two things: football and reading.	The children will need several items: lollies, footballs and books.		
Hyphens (to avoid ambiguity)	Brackets, Dashes and Commas (for parenthesis)	Dashes	Semi-Colons	Relative Pronouns used at the beginning of a relative clause	Future Progressive	
a man eating snake a man-eating snake	• Eva (the lolly fan) is ten. • Paul - the football fan - plays in goal. • Eva and Paul, my friends, are kind.	Eva and Paul are friends - they have known each other for years.	Eva loves lollies; straw- berry-flavoured ones are her favourite.	who, whom, which, whose, that, where, when Cheetahs, which are the fastest land mam- mals, have a decreasing population.	Paul will be kicking the ball.	

Expanded Noun Phrases

A noun phrase that has been expanded to include a change of adjectives, nouns and preposition phrases.

The **strict** English teacher **with curly hair**.

Fronted Adverbials

An adverb is a word that describes a verb, adjective or another adverb in a sentence. A fronted adverbial is an adverb that is used at the start of the sentence to describe the action that follows.

Later that day, I heard good news.

After school, I played with my friend.

Pronoun

A pronoun takes the place of a noun which is already known, perhaps from a previous sentence.

Martin likes cheese. **He** likes to grapes after dinner.

Sally and **Bob** play football together. **They** play every night.

Adverbial Phrase

An adverbial phrase is a group of words that describes a verb, adjective or another adverb in a sentence.

I walk to school **during the week**.

Possessive Apostrophe

A possessive apostrophe is used to show a noun is owned by a singular person or group of persons. If the word or name of the person the noun belongs to ends in -s, the possessive 's' is not added and the possessive apostrophe is added at the end of the word.

girls' James'

If the plural word does not end in -s, the possessive 's' is added after the possessive apostrophe.

Children's



Determiner

Determiners are words which tell us which noun we mean. They come before adjectives or other describing words.

Articles

Articles are common determiners ('a', 'an' and 'the'). An indefinite article is used when the writer is talking about a general version of the noun.

A cat is **a** good pet.

A definite article is used when the writer is talking about a specific noun.

The dog is running very fast.

Comma

Later that day, I heard good news.

After school, I played with my friend.



Relative Clause

A relative clause is a special type of subordinate clause which adds extra information to another noun or clause. A relative clause uses a relative pronoun such as; 'who', 'that' or 'which'. The extra information is embedded in a sentence with commas. James, **who never does his homework**, is very lazy. All the chocolate pudding was gone by the time I got to lunch, **which really annoyed me**.

Relative Pronoun

Relative Pronouns (**who**, **which**, **where**, **that**, **when**) introduce a relative clause. They refer back to a noun or clause what we already know. The athlete, **who** won the race, trained hard. Where did you buy the jumper **that** you wore yesterday?

Cohesive devices

A text which has cohesion fits logically together. The reader can see how one part moves on to another or now the end links to the beginning. To achieve cohesion, we use cohesive devices such as connective phrases and determiners.

Modal Verbs

Modal verbs change or affect other verbs in a sentence. They are used to show the level of possibility – certain, possible or impossible. My keys must be in the house. Modal verbs also talk about ability, to ask permission, make requests or offers. **May** I ask a question? **Could** I have some tea, please?



Verb Prefixes

A letter or group of letters can be added to the beginning of a verb to make a new word with a slightly different meaning. **dis-** (this reverses the verb meaning) **disconnect** **de-** (means 'do the opposite') **deselect** **mis-** (means 'badly') **mislead** **over-** (means 'too much') **oversleep** **re-** (means 'again' or 'back') **revisit**

Parenthesis

We use parenthesis to add extra detail to a clause which is already grammatically correct. We may use brackets, dashes or commas to separate the information within the main clause.

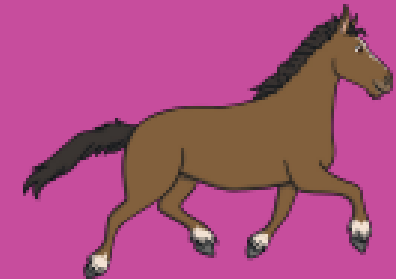
Suffixes

To convert a noun or adjective, a letter or group of letters can be added to the end of a noun to make a verb. **-ate** **assassinate** **-ise** **authorise** **-ify** **classify**



Ambiguity

If a phrase or clause is ambiguous, the meaning is not clear. Often, you can solve this problem by re-ordering the sentence or using more precise punctuation. I rode my horse wearing red pyjamas. Is it the horse that is wearing pyjamas? **Wearing red pyjamas**, I rode my horse.



Brackets

Brackets are used to add extra information in a text. Curved brackets are most commonly used in a clause.

Mrs Jones (**my teacher**) works in Year 5.

Commas

Commas are used to embed a clause (a group of words that include a subject and verb) within a main clause. The comma is used before the embedded clause and immediately after.

Michael, **who sits next to me**, is brilliant at Art.

Dashes

A dash is used in a clause to separate groups of words. A dash is longer than a hyphen and it tells the reader to take a pause.

The product of four and nine
– 36 – is a square number.

Formal and Informal Language

Formal language uses unabbreviated words and an appropriate choice of vocabulary and grammar whereas informal language uses relative clauses with no relative pronouns and contractions. It is important to select the correct language for writing.

find out – **discover**

ask for – **request**

go in – **enter**

Synonym

A synonym is a word or phrase with the same or similar meaning to another. You can find synonyms in a **thesaurus**.

Talk = speak = mention

sleep = doze = kip

Punctuation Marks

Punctuation marks are important because they give writing flow. They also help to change how the reader understands the writing.

Antonym

An antonym is a word or phrase with the opposite meaning.

young – old

straight – bendy

full – empty

Colon

A colon is used to tell the reader 'this is what I mean' or 'as follows' and indicates the information following it. I ordered the following ingredients (and they are): eggs, butter and flour.

Would simply be written as, I ordered the following ingredients: eggs, butter and flour.



Passive and Active voices

A voice describes whether the subject of a clause performs or receives the action of the verb.

If a clause is in an active voice, the subject of the sentence is performing the verb

Active – **Johnny broke** the vase.

In this sentence, Johnny is the subject of the sentence who is performing the verb (broke), Johnny broke the vase.

When a clause is in the passive voice, the verb is being done to the subject.

Passive – **The vase** was broken by Johnny.

In this sentence, the vase is the subject of the sentence but the verb is being performed on it (was broken). The vase didn't break itself.

Cohesive devices

A text which has cohesion fits logically together. A writer may use repetition of word or phrase, adverbials or ellipsis to build on writing.

The day was **fun, fun, fun**.

I love chocolate but **on the other hand**, I like cake.

He walked to the edge of the cliff...



Semi-colon

A semi-colon joins two independent clauses without using a conjunction such as 'and'.

We can go to the library in the morning; Mondays are usually quiet.

A semi-colon may be used in a list to divide the items where commas are already used to avoid ambiguity.

I have been to Birmingham, England; Paris, France; New York, USA; and Moscow, Russia.

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Bullet Points

Bullet points can be used to break up complicated information, make the text easier to read or turn it into a list. A colon must be used before a list.

I need to buy:

- mushrooms
- toothpaste
- popcorn



Subject

The subject is the person, noun phrase, pronoun or thing which does the verb in a clause.

Wednesday is my favourite day.

Sam's mum is picking me up today.

Are **you** coming to the sleepover?

Object

The object is the person, noun, pronoun or thing which usually comes directly after the verb.

Wednesday is **my favourite day**.

Sam's mum is picking **me** up today.

Are you coming to **the sleepover**?

