

## Key Stage Two Punctuation and Grammar Terms

<b>Noun</b>	People, places, objects and things. E.g. cake, chair, tower, dog, brother, skateboard, floor, sky, housepoint...
<b>Proper noun</b>	Used for the NAMES of nouns. They start with a CAPITAL. E.g. Easter, May, London, Jeff, Monday
<b>Pronouns</b>	Used instead of a nouns to avoid repetition. Singular pronouns: I, you, me, he, she, it, him, her... Plural pronouns: we, they, us, them...
<b>Relative pronouns</b>	WHO, WHOM, WHOSE, WHICH, THAT
<b>Possessive pronouns</b>	Pronouns that express ownership, e.g. mine, my, ours, his, hers, yours, theirs,
<b>Adjective</b>	A describing word that adds description to a noun.
<b>Comparative / superlative</b>	Adjectives used to compare, e.g. older, cleverer, better (comparatives end in -ER) oldest, cleverest, best (superlatives end in -EST)
<b>Noun phrase</b>	A noun, determiner and adjective. E.g. The fat cat... A silly rabbit... An awkward turtle.
<b>Expanded noun phrase</b>	A noun phrase with more than one adjective. Use WITH to add additional adjectives. E.g. The fat cat with sharp claws... A silly rabbit with floppy ears... An awkward, slow turtle with rough feet.
<b>Verb</b>	Action/doing words.
<b>Noun or verb?</b>	Some words can be used as a noun or a verb, e.g. Cover – cover on a bed (noun) to cover something up (verb) Point – point of a pencil (noun) to point at something (verb)
<b>Modal verb</b>	Show possibility: will, would, can, should, could, might, must and ought. E.g. it might rain. I should help him. We could escape by digging a tunnel.
<b>Imperative verb</b>	Bossy verbs (used without modals) often used at the start of an instruction or command. E.g. Cut the paper up. Slice the bread. Go away.
<b>Verb tenses</b>	Simple form: simplest version of the verb. Progressive form: ends in -ING (like it's still happenING) Perfect form: uses HAS or HAVE before the verb.
<b>Adverb</b>	Adds more information about why, how, where or when the verb happened. Often ends in -LY E.g. I immediately picked it up. Firstly, stir the soup. Their family are arriving tomorrow.

<b>Adverbial phrase</b>	A group of words that function like an adverb. Eg. He spoke <b>in a hurried manner</b> . They are arriving <b>in a few days time</b> .
<b>Fronted adverbial</b>	Placing the adverb or adverbial phrase at the front of the sentence, followed by a <b>COMMA</b> . E.g. <b>In a hurried manner</b> , he spoke. <b>In a few days time</b> , they are arriving.
<b>Preposition</b>	Words that show position of place or time. e.g. over, under, behind, next to, in, before, after, at, across, above, from... E.g. <b>In</b> the morning, the cat hides <b>under</b> the table. The train leaves <b>at</b> three o'clock <b>from</b> the station.
<b>Subject and object</b>	The subject of the sentence <b>PERFORMS</b> the verb The object <b>RECEIVES</b> the verb's action. Clara (subject) brushes her hair (object).
<b>Was / were</b>	Was = singular Were = plural I <b>was</b> going to the shop. We <b>were</b> going to the shop.
<b>Active and passive</b>	<b>Active:</b> Subject -> object <b>Passive:</b> Object -> subject E.g. "The thief stole seven diamonds" becomes "seven diamonds were stolen <b>by</b> the thief"
<b>Subjunctive</b>	I wish I <b>were</b> ... If I <b>were</b> ...
<b>Main clause / subordinate clause</b>	Main clauses <b>make sense</b> by themselves. Subordinate clauses <b>do not make sense</b> by themselves. E.g. <b>Although</b> trying to be careful, (<- subordinate clause) the runner tripped over. (<- main clause)
<b>Relative clause</b>	A subordinate clause that starts with a relative pronoun
<b>Determiner</b>	The, A, An...
<b>Conjunctions</b>	Joins sentences, phrases or paragraphs together. FANBOYS: I SAW A WABUB:
<b>Simple / compound / complex sentences</b>	<b>Simple:</b> <b>subject + verb</b> e.g. Jon eats cake <b>Compound:</b> <b>main clause + connective + main clause</b> e.g. I like bananas and I like grapes. <b>Complex:</b> <b>main clause + connective + subordinate clause</b> e.g. <i>Although my mum prefers them mashed, I love roast potatoes.</i>

<b>Statement / question / command / exclamation</b>	<p>Questions start with what, where, why, who, when and how and require an answer.</p> <p>Exclamations start with what...! or how...! And doesn't require an answer.</p> <p>Commands use bossy (imperative) verbs.</p> <p>Statements tell facts.</p>
<b>Synonyms and antonyms</b>	<p>Synonyms are words that mean the <b>same</b>.</p> <p>Antonyms are words that mean the <b>opposite</b>.</p>
<b>Prefix</b>	<p>Added <b>before</b> a root word to change its meaning.</p> <p>e.g. un- im- de- re- il- dis- mis-</p>
<b>Suffix</b>	<p>Added <b>after</b> a root word to change its meaning.</p> <p>e.g. -ment -ful -ing -ed</p>
<b>Singular and plural</b>	<p>ONE noun is a <b>singular</b> noun</p> <p>MULTIPLE nouns are <b>plural</b> nouns.</p> <p>The <b>child</b> ate an <b>orange</b>.</p> <p>The <b>children</b> ate their <b>oranges</b>.</p>
<b>Capital letter</b>	<p>Used to start sentences, for proper nouns and for the word: 'I'</p>
<b>Full stop</b>	<p>Used to end sentences.</p>
<b>Question mark</b>	<p>Used at the end of a question sentence.</p>
<b>Exclamation mark</b>	<p>Used at the end of an exclamation sentence.</p>
<b>Inverted commas</b>	<p>Wrap around speech to inform the reader of spoken words.</p>
<b>Apostrophes</b>	<p>Apostrophes for <u>possession</u>: if a noun owns another word in the sentence it needs to end in 's.</p> <p>E.g. An <b>elephant's</b> trunk is long and heavy.</p> <p>If the noun is plural and already ends in 's' then the apostrophe goes at the end of the word.</p> <p>E.g. The girls' netball had popped, ruining their game.</p> <p>Apostrophes for <u>omission</u> (contraction): apostrophes represent the missing letter(s) when two words are combined.</p> <p>E.g. Do <b>not</b> = don't</p> <p>Should <b>have</b> = should've</p>
<b>Commas in a list</b>	<p>Commas are used to separate items in a list apart from the last two in which you use 'and'</p> <p>E.g. I asked for some tuna, an apple, six pears, a loaf of bread, milk, sugar <b>and</b> 500g butter.</p>
<b>Commas for clauses</b>	<p>If a subordinate clause doesn't follow the main clause then it needs to be marked with commas.</p> <p>E.g. Because I hate running, I didn't join the race.</p> <p>The man, who wore a small cap, looked politely at me.</p>

<b>Commas to avoid ambiguity</b>	Use commas around people's names in sentences when you need to avoid confusion. Let's eat grandma! Let's eat, grandma.
<b>Commas for fronted adverbials</b>	When an adverbial is used before the main clause, it must be marked with a comma. E.g. As fast as he could, the rabbit fled from the fox.
<b>Brackets</b>	Used to give extra information that directly links with the phrase before. Punctuation is used outside of the brackets. E.g. He finally answered (after 5 long minutes) that he didn't understand the question. She received a huge pay rise (£5000).
<b>dash</b>	Used to mark a subordinate clause, similarly to commas.
<b>Colon</b>	Used to introduce a list or to isolate words or phrases to create emphasis. E.g. At the shop I will need: eggs, a whisk, two bottles and three bags of sugar (500g). I had been running all day: I was exhausted. There was only one feeling bursting into his head: fear.
<b>Semi-colon</b>	Replaces a conjunction or full stop to connect two sentences that are closely related. E.g. She asked if I was free; I was at another friend's house unfortunately.
<b>Hyphen</b>	Hyphens glue one or more words together so they are one idea. E.g. thought-provoking Twenty-four chickens Two-year-old
<b>Ellipsis</b>	A set of three dots ( ...) to replace words that the reader will understand without having to see them. It can be used to create suspense.