

Noun

Nouns name things

Concrete nouns = things that you can see, touch, smell or hear: *tree, egg*

Abstract nouns = names for ideas or feelings: *faith, love, honesty, dream*

Collective nouns = names for groups: a herd of cows, a *swarm* of bees.

Proper nouns = used for an individual person or place: *Jane, London*

Adjective

Words that tell us more about a noun

The *happy, brown* dog.

The *large* zoo.

A *fearless, courageous* hero.

An extremely *complex* question.

Verb

Doing or being words

The man *digs* with a spade.

The man *cried* after *watching* The Lion King.

The verb must agree with the subject

I *enjoy* swimming.

He *enjoys* swimming.

Adverb

Words that describe verbs, adjectives and other adverbs

I *carefully* opened the door.

The game was *terribly* boring.

He played *very badly*.

Some adverbs show how possible or certain something is

I will *surely* go.

I will *possibly* go.

Singular and Plural

Singular = just one. Plural = More than one.

<i>Table</i>	<i>Tables</i>
<i>Dog</i>	<i>Dogs</i>
<i>Goose</i>	<i>Geese</i>
<i>Woman</i>	<i>Women</i>

Phrase

A group of words without a verb.

Noun phrase = a phrase with a noun at its head:

She waved to her mother

Preposition phrase = a phrase with a preposition at its head:

She waved to her mother

Contraction

A shortened form of two words written as one word. An apostrophe takes the place of the missing letters.

Could not = *Couldn't*

Did not = *Didn't*

He is = *He's*

That is = *That's*

Fronted Adverbial

Words or phrases that modify verbs or clauses. They are always at the front of the verb and often followed by a comma:

Interestingly, whales are actually mammals.

Before we begin, make sure you've got a pencil.

The day after tomorrow, I'm visiting my Granny.

Indirect Speech

Speech that is reported not quoted:

He said that he was coming.

She asked him if he would like a new jumper.

He asked her if she wanted a banana.

Bullet Points

Bullet symbols that list items:

Jake's P.E kit consists of:

- *A white polo shirt*
- *Black shorts*
- *A pair of trainers*

Conjunction

Links two words or phrases together:

James bought a bat *and* ball.

Everyone watches *when* Kyle does back-flips.

Kylie is young *but* she can kick the ball hard.

Joe can't practise kicking *because* he's broken his foot.

Co-ordinating Conjunction

A conjunction that links two words or phrases together as an equal pair:

James bought a bat *and* ball.

Kylie is young *but* she can kick the ball hard.

The acronym to remember is FANBOYS: *For And Nor But Or Yet So*

Subordinating Conjunction

A conjunction that introduces a subordinate clause:

Everyone watches *when* Kyle does back-flips.

Joe can't practise kicking *because* he's broken his foot.

If she's late, she can't come. *Although* Jack went to the party, James didn't.

The acronym to remember is ISAWAWABUB: *If, Since, As, When, Although, While, After, Before, Until, Because*

Possessive Pronoun

A pronoun indicating possession:

The car is *mine*.

The bag of sweets is *yours*.

That brown and white dog is *theirs*.

Pronoun

Replaces the noun to avoid repetition:

She waved to *him*.

His mother is at the shop.

This will be an overnight visit.

He is the one *who* broke *it*.

Relative Pronoun

A pronoun that introduces a relative clause:

That's the boy *who* lives near school.

The prize *that* I won was a book.

Tom broke the game, *which* annoyed Ali.

Adverbial

Modifies a verb or clause by telling us how, how often, when or where something happens:

Before school she ate her breakfast.

She danced *in the kitchen*.

They trod *very noisily*.

Jamie goes to the park *frequently*.

Determiner

Always come before a noun. Tell us whether a noun is known or unknown:

That porridge was delicious.

The cat ate *its* food quickly.

The flat is on the *sixth* floor.

An apple and *a* pear were in *the* lunchbox.

Preposition

Tells us the position of one thing in relation to another:

The cat sat *on* the mat.

Daisy chased the mouse *under* the table.

Prepositions can also describe relations of time:

We'll be seeing them *in* a week's time.

The decorations were up *from* December *until* January.

Subject and Object

Subject = the thing doing the action in a sentence.

Jonny kicked the ball.

The mayor closed the door.

Object = the thing receiving the action in a sentence.

Jonny kicked *the ball*.

The mayor closed *the door*.

Statement

Sentences that tell you something. They end in a full stop:

You are my friend.

I think that there is a meeting taking place.

You must try to see what's happening.

Command

Sentences which tell you to do something. They are often urgent or angry and usually start with a verb:

Be my friend!

Pass the butter now.

Close that door!

Question

Sentences that ask you something. They usually end in a question mark:

Are you my friend?

Where's the dog?

Have you seen Lucy?

Clause

A group of words containing a subject and verb:

There's a snake on the road.

William rode his bike.

The horse galloped across the field.

Subordinate Clause

A clause which does not make sense on its own:

That's the street *where Ben lives*.

He watched her *as she disappeared*.

She noticed *an hour had passed*.

Simple Present Tense

To express habits, general truths, repeated actions or unchanging situations, emotions and wishes:

He *drinks* tea at breakfast.

We *catch* the bus every morning.

Water *freezes* at zero degrees.

Simple Past Tense

The action has happened:

They *baked* yesterday.

The parrot *sat* in its cage.

Maisy *danced* two days ago.

Main Clause

A clause which does make sense on its own:

There's a snake on the road.

William rode his bike.

The horse galloped across the field.

Present Perfect

An action that happened in the past continues to have a strong connection in the present:

I *have walked* two miles already.

Mary *has lost* her dictionary.

Critics *have praised* Jim's new book.

It is formed with the present tense of 'to have' and the past participle of the verb.

Past Perfect

Used to make it clear that one event happened before another in the past:

As soon as she *had done* her homework, she went to bed.

It *had snowed* all night, so the bus didn't arrive.

Present Progressive

Shows continuing action or something going on now:

Grandpa *is working* in the shed.

I *am buying* all my family's Christmas presents.

It is formed with the present tense of 'to be' and the present participle of the verb (with an -ing ending).

Past Progressive

Shows continuing action or something that was going on in the past:

Grandpa *was working* in the shed.

I *was buying* all my family's Christmas presents yesterday.

It is formed with the past tense of 'to be' and the present participle of the verb (with an -ing ending).

Subjunctive Verb

Often sounds very formal:

The school *requires that* all pupils be honest.

The school rules *demand that* pupils not enter the gym at lunchtime.

If Zoë were the class president, things would be much better.

Look out for were and verbs missing an 's'.

Synonym

Two different words that have the same meaning:

Delicious and tasty

Happy and joyful

Weary and tired

Antonym

Words that have opposite meanings:

Light and dark

Fat and thin

Large and small

Active and Passive Voice

Active voice = The subject of the sentence performs the action in the sentence:

The girl was washing the dog. Louis smashed the windows.

Passive voice = The subject of the sentence has an action done to it by someone or something else.

The dog was being washed by the girl. The windows were smashed by Louis

Standard English

The type of English you should use in your written work. It helps make your writing clearer:

Standard English = Did you see anything?

Non-Standard English = I didn't see nothing.

Formal Vocabulary

Used when you're writing something important. It can sound quite serious:

You simply cannot accompany them.

This is unacceptable, Father.

The headteacher has requested your presence.

Informal Vocabulary

Used for writing something chatty and friendly:

Stephen's got some new wheels.

I need to grab some cash, quick.

You know what I'm saying, don't you?

Prefix

A group of letters at the beginning of a root word that change the word's meaning:

Misunderstand

Unconcerned

Autograph

Suffix

A group of letters at the end of a root word that change the word's meaning:

Quick/*y*

Small*est*

Wood*en*

Word Families

Groups of words that are centred around the same root word:

build, building, rebuild

apply, applicant, reapply

structure, destruction, reconstruct

Capital Letters

Used to start a sentence, for titles, for acronyms and proper nouns:

*L*ouisa is going on a trip to *L*ondon tomorrow.

The *A**R**P* warden stopped.

*H*e didn't know what to do.

*M*arty watched *S*hrek twice in one day.

Full Stop

Used at the end of a logical or complete thought:

The man walked his dog.

The dog barked when he saw a cat.

Exclamation Mark

Used to show emotion, emphasis, or surprise:

What a mess!

Yay! We won!

How dare you splash water on me!

Inverted Commas

Used to punctuate direct speech:

"Would you like an apple?" she said.

Millie asked William, "How do you get to school?"

"Give me my pen back!" Hettie yelled.

"I knew I was right," said Paul.

Question Mark

Used at the end of a direct question:

Did you see the celebrity on TV?

Who's eaten all the cheese?

Will you take me to school?

Apostrophes

Apostrophe of omission = used in contractions to show where the missing letters are:

He *hasn't* been anywhere.

I *didn't* see it.

Apostrophe of possession = used to show ownership:

Jenny's handbag was red.

The *men's* hats didn't fit.

Commas

Used in lists:

Julie bought butter, eggs and milk.

To mark fronted adverbials:

In a week's time, I'll be gone.

To mark phrases and clauses in a sentence:

Richard, who is two years old, said his first words.

Brackets

Used to add extra information to a sentence:

Lionel Messi (a football player) scored a hat-trick.

Katie (whose broken leg hadn't healed) couldn't attend the tournament.

Hyphen

Clarifying meaning/avoiding ambiguity:

Re-sent

Re-press

Re-cover

To join two related words to make a compound adjective:

The man-eating alligator

The mouth-watering strawberries

The sweet-smelling strawberries

Dashes

Used to add extra information to a sentence that you want to highlight:

The scarf – bought by Jamie – had mysteriously gone missing.

The kittens – ginger and white tabbies – were running around the garden.

Semi-Colon

Used in a descriptive list:

The attractions at the park included: a short pony ride; a new roundabout; a long slide and an ice-cream stall.

To link two similar clauses by replacing the conjunction:

John liked Jelly; Sam just loved ice-cream.

Colon

Used to introduce a list:

The potion had the following ingredients: snail eyes, a bat and garlic.

To link two clauses, where the second one gives more information about the first:

There is one thing you need to know about strawberries: they look and taste delicious.

Modal Verb

Express meanings such as certainty, possibility, or probability:

They *might* come out to play tonight.

When the phone rings, Paul *will* answer it.

The main modal verbs are will, would, can, could, may, might, shall, should, must and ought.

Direct Speech

Actual words that someone said:

"Will you come to the cinema with me?" asked Paul.

"Put that pencil down!" the teacher screamed.

Hyphen

Joining nouns:

Author-illustrator

Spider-monkey

Numbers:

Forty-nine

Eighty-six

Hyphen

Avoiding awkward letter/sound combinations:

De-ice

Co-operate

De-energise

Informal words/phrases:

Double-cross

Nitty-gritty

Pick-me-up

YEAR 6

GRAMMAR AND
PUNCTUATION
FLASHCARDS

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