Year 6 Grammar Terminology   A. Hickman

I have created this booklet with all of the Year 6 Grammar terminology so that both pupils and parents can understand/refer to it if needed. Happy revising!

Mrs Hickman ☺

Nouns	
Verbs	
Adjectives	
Adverbs	
Adverbials	The use of –*ly* in Standard English to turn adjectives into adverbs
	Expressing time, place and cause using adverbs, [for example, *then, next, soon, therefore*]
	Indicating degrees of possibility using adverbs [for example, *perhaps, surely*]
Simple past tense	Usually ends in –ed e.g. played, cooked, stared. Except for irregular verbs ran, said, spoke etc. that need to be learned
Past Progressive Present Progressive	<u>Past progressive: (instead of simple past – I worked)</u> I **was** working You **were** working He/she **was** working etc. <u>Present progressive (instead of simple present – I work)</u> He/She **is** working I **am** working You **are** working etc.
Present perfect	Instead of simple past tense (e.g. looked) I **have** looked You **have** looked He/She **has** looked etc.
Modal verbs	Indicating degrees of possibility using modal verbs

	Would, should, could, ought, shall, might, may etc.
Conjunctions Coordinating and subordinating (see below)	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including *when, if, because, although* Expressing time, place and cause using conjunctions [for example, *when, before, after, while, so, because*]
Pronouns	I, me, you, they, it, them, yourself, that, which, none, something etc.
Possessive pronouns	Refer to what people have or possess e.g. their, our, mine, yours, his, hers
Relative pronouns	*who*, *which*, *where*, *when*, *whose*, *that*,
Prepositions	Expressing time, place and cause using prepositions, [for example, *before, after, during, in, because of*]
determiners	Determiners introduce a noun and provide some information about but do not describe it most common - **the a an** Can include others: **His** son, **five** cats, **more** cars, **some** juice
Statements	Punctuated will full stops
Questions	Punctuated with a question mark
Commands	e.g. Please go to bed. Sit down
Exclamations	Punctuated with an exclamation mark
Clauses	A 'unit' of words that has a noun and a verbs (plus whatever other information it need to express an idea) Dad washed the smelly socks. The cat sat on the mat. My sister likes dancing.

Relative clauses	Clauses that start with a relative pronoun (see above) e.g. the boy ,**who was four**, was an excellent dancer.
Subordinate clauses	Clauses that don't make sense on their own. Yesterday I went to the shop, **to buy a packet of crisps.** 'Yesterday I went to the shop' – is a main clause because it can stand alone and still make sense. **'to buy a packet of crisps'** wouldn't make sense if you just came out with it – It is a subordinate clause.
Noun phrases	Noun phrases are groups of words that work together and contain a noun. e.g. "The girl" Expanded noun phrases give extra detail. e.g. "The tall girl"
Co-ordinating conjunctions	Joining words and joining clauses Need to be learned Co-ordination: *or, and, but, so, for, yet*
Subordinating conjunctions	All the other conjunctions! E.g. *when, if, that, because, while, although, where, until, if, though, when, since, that, before, after, as, whenever* These are only a few – there are many!
Sentences	
Tense agreement	Correct choice and consistent use of present tense and past tense throughout writing
Subject-verb agreement	Regular plural noun suffixes –*s* or –*es*, [for example, *dog, dogs; wish,*

	wishes], including the effects of these suffixes on the meaning of the noun
	Ensuring correct subject and verb agreement when using singular and plural
	We were playing games. (instead of *We was playing games* – bad grammar)
Subject and object	**Subject** – who or what 'performs the action' of the sentence **Object** – has the object done to them/it e.g. Dave ran to the shop . Dave = subject Shop = object Ran = verb/action
Subjunctive verbs forms	A wish or intention for the future If I **were** rich, I would buy everyone a house. If Roger *were* an honorable spy, he would not reveal the atomic secret hidden in the bean burrito.
Question tags	He is good, **isn't he?** That was a good film, **wasn't it?** You like sweets, **don't you?**
Passive and active	**Active:** Zoe chased the elephant I cooked the spaghetti. **Passive:** The elephant was chased by Zoe. The Spaghetti was cooked by me. Quick rule of thumb – if the verb is followed with the word 'by' it's normally a passive sentence.
Capital letters	
Full stops	
Question marks	
Exclamation marks	

Commas in lists	
Commas to clarify meaning	Using commas to clarify meaning or avoid ambiguity in writing
	Slow children crossing. Slow, children crossing. They're off home work to do. They're off home, work to do.
Commas after fronted adverbials	**'Fronted' adverbials are 'fronted' because they have been moved to the front of the sentence, before the verb.** In other words, fronted adverbials are words or phrases at the beginning of a sentence, used to describe the action that follows. e.g. Before the sun came up, he ate his breakfast. Under the clock, he stood and waited. All night long, she danced.
Inverted commas	Use of inverted commas and other punctuation to indicate direct speech [for example a comma after the reporting clause and end punctuation within inverted commas]
Apostrophes	Apostrophes to mark singular possession in nouns
	Apostrophes to mark plural possession
	The grammatical difference between plural and possessive *–s*
	Apostrophes to mark contracted forms – doesn't isn't wouldn't etc.
Punctuation for parenthesis () - - , ,	Brackets, dashes or commas to indicate parenthesis usually to add extra detail
	Joe was (whether he liked it or not) about to start the exam.

	Joe was, whether he liked it or not, about to start the exam. Joe was - whether he liked it or not - about to start the exam.
Colons :	Used to start lists or to introduce a logical follow-on Don't forget: wash your hands Jack never listened in class: his exams were a disaster. The football smashed the window: the player received a large bill.
Semi-colons ;	While a colon shows a logical link, a semicolon just shows that two things go together. The football smashed the window; several got smashed that day.
Single dashes -	used to show a break in something They can be used to show a break in a sentence – just like this – which acts in a similar way to brackets or commas. E.g. Joe was – whether he liked it or not - about to start the exam.
Hyphens	They can break words up or stick them together. e.g. Self-assured, fine-tuned, x-ray Twenty-seven, ninety-one e.g. if you need to talk about parts of a word, as in *the word badly is a -ly adverb*
Bullet points	Used to itemise things in a list
Synonyms and antonyms	Antonym - a word **opposite in meaning** to another (e.g. bad and good). Synonym - a word or phrase that **means exactly or nearly the same** as another word (think 's' for synonym and 's' for same!)

Prefixes	Formation of nouns using a range of prefixes [for example, *super–, anti–, auto–*]
	Verb prefixes [for example, *dis–, de–, mis–, over–* and *re–*]
Suffixes	The suffixes *–ment, –ness, –ful , –less* and *–ly*S
	Formation of nouns using suffixes such as *–ness, –est*
	Formation of adjectives using suffixes such as *–ful, –less*
	Converting nouns or adjectives into verbs using suffixes [for example, *–ate, –ise, –ify*]
Word families	Word families based on common words, showing how words are related in form and meaning
	e.g. structure, infrastructure, construction etc.