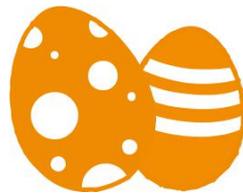


KS2 Grammar, Punctuation & Spelling



10-for-10

Glossary for Parents



Easter Revision

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Grammar

<u>Term</u>	<u>Function</u>	<u>Examples</u>
Active voice	Where the <u>subject</u> performs the <u>action</u> . <i>See also: <u>passive voice</u></i>	The <u>boy</u> <u>kicked</u> the ball. (<u>Subject</u> , <u>action</u>) <u>She</u> <u>smashed</u> the window. (<u>Subject</u> , <u>action</u>)
Adjective	A word that <u>describes a thing</u> (the <u>noun</u> or <u>pronoun</u>).	The <u>boy</u> is <u>tall</u> . (<u>noun</u> , <u>adjective</u>) <u>She</u> is <u>happier</u> than him. (<u>pronoun</u> , <u>adjective</u>) The <u>green</u> <u>bird</u> is <u>happy</u> . (<u>noun</u> , <u>adjective</u>)
Adverb	A word that <u>describes or adds meaning to words other than nouns</u> . They often tell us <u>how</u> , <u>when</u> or <u>where</u> something happened.	He ran <u>quickly</u> . (<u>adverb</u>) <u>Sometimes</u> it rains. (<u>adverb</u>) He <u>soon</u> learnt how to do it. (<u>adverb</u>)
Adverbial phrases	A <u>group of words that could be replaced with one adverb</u> . These can go at the <u>beginning</u> , in the <u>middle</u> or at the <u>end</u> of a sentence.	The girl talked <u>at the top of her voice</u> . (<i>This could be replaced with the adverb '<u>loudly</u>'.</i>) <u>At around seven o' clock</u> , we walked home. (<i>This could be replaced with the adverb '<u>later</u>'.</i>)
Antonyms	Two words that mean the opposite of one another.	dark / light tall / short above / below
Clause	A <u>group of words built around a verb</u> . Sentences can be made of one or more clauses. Main clause: This is the most important clause in a sentence. It must make sense by itself. Subordinate clause: This depends on the main clause to make sense. It cannot be a sentence by itself. Relative clause: This is a type of subordinate clause and begins with a relative pronoun , e.g. that, which, who. It tells us more about the noun .	<u>I'll walk to the town</u> , before it gets dark. (<u>Main clause</u> , <u>subordinate clause</u>) <i>As soon as he gets home</i> , <u>we can start cooking</u> . (<u>Subordinate clause</u> , <u>main clause</u>) <u>The man</u> , who was nearly thirty years old, <u>walked along the beach</u> . (<u>Main clause</u> , <u>relative clause</u> .)

<p>Conjunction</p>	<p>Words that link ideas together.</p> <p>Coordinating conjunction: This links two words or phrases together as an equal pair. E.g. and, but, so, or</p> <p>Subordinating conjunction: This introduces a subordinate clause. E.g. although, because, unless, even though</p>	<p>I like vegetables and fruit. (Coordinating conjunction).</p> <p>Do you want tea or coffee? (Coordinating conjunction).</p> <p>I like pineapple, although I don't have it very often. (Subordinating conjunction).</p> <p>I don't buy strawberries, unless they are reduced. (Subordinating conjunction).</p>
<p>Contractions</p>	<p>Two words shortened to make one word.</p> <p>Use an apostrophe to show where letters are missing. (Not often found in formal style writing)</p>	<p>I will → I'll</p> <p>she would → she'd</p> <p>John has → John's</p> <p>will not → won't</p>
<p>Determiners</p>	<p>A word or words that come before a noun or noun phrase. It makes it clearer what – or how many – the noun refers to.</p>	<p>Pass me a pen.</p> <p>Pass me the pen.</p> <p>Pass me that pen.</p> <p>Pass me some pens.</p> <p>Pass me three pens.</p>
<p>Direct speech</p>	<p>This is where the <u>exact words</u> that were spoken are written inside a pair of <u>inverted commas</u>.</p> <p>There is usually also a reporting clause that tells you who said / shouted (etc.) the words.</p>	<p>"Hello," said mum. (Exact words spoken.)</p> <p>Nathan shouted, "Where are you going? We're late!" (Exact words spoken.)</p>
<p>Modal verbs</p>	<p>These go before another verb and tell us how <u>possible / likely</u> something is.</p> <p>Modal verbs can indicate certainty – something is definitely going to happen (must, will, shall).</p> <p>Modal verbs can indicate possibility – something might happen (can, could, may, might, ought, should, would)</p>	<p>I will go to town. (This is a <u>certainty</u>.)</p> <p>I could go to town. (This is a <u>possibility</u>.)</p> <p>Later on, we shall go running. (This is a <u>certainty</u>.)</p> <p>Later on, we may to go to town. (This is a <u>possibility</u>.)</p>

<p>Noun</p>	<p>Naming words (person, animal, place, thing or idea).</p> <p>Common nouns: general names for a person, place, thing or idea. E.g. boy, town, music, happiness.</p> <p>Proper nouns: names for a specific person, place or thing. E.g. James, London, January. These always begin with a capital letter.</p> <p><i>See also: pronouns</i></p>	<p>The cat was scared of the loud music. (Common nouns)</p> <p>It is time to get some sleep. (Common nouns)</p> <p>Mr Thomas stood outside Connaught School last Friday. (Proper nouns)</p>
<p>Noun phrases</p>	<p>These are a group of words that could be replaced with one noun.</p>	<p>All of the small dogs raced around the park. (This could be replaced with the noun 'dogs').</p> <p>Unfortunately, Simon dropped some of the fragile plates onto the floor. (This could be replaced with the noun 'plates').</p>
<p>Object</p>	<p>A noun, pronoun or noun phrase that is having something done to it.</p> <p><i>See also: subject</i></p>	<p>The boy dropped a pen. (<i>Verb, object</i>)</p> <p>He drank coffee. (<i>Verb, object</i>)</p> <p>Amy pushed it over. (<i>Verb, object</i>)</p>
<p>Passive voice</p>	<p>Where the action comes before the agent.</p> <p>(The passive voice often uses 'by' i.e. The was..... by.....)</p> <p><i>See also: active voice</i></p>	<p>The ball <i>was kicked</i> by the boy. (<i>Action</i> before <i>agent</i>)</p> <p>The window <i>was smashed</i> by the girl. (<i>Action</i> before <i>agent</i>)</p>
<p>Prefix</p>	<p>A letter or group of letters which is added to the beginning of a root word to change its meaning.</p>	<p>do → undo</p> <p>circle → semicircle</p> <p>legal → illegal</p>
<p>Prepositions</p>	<p>Tell you where or when something is / was compared to something else.</p>	<p>He waited inside his car before going out in the rain.</p>
<p>Pronoun</p>	<p>Takes the place of a noun or noun phrase. They are often used to avoid repetition. E.g. I, me, you, he, it, we, us</p> <p>Possessive pronouns: pronouns that indicate <i>belonging</i>. E.g. mine, yours, his, hers, theirs</p> <p>Relative pronouns: introduce a relative clause. E.g. who, which, that</p>	<p>Steve left the book in Westgate. He left it there. (Pronouns)</p> <p>James and Becci read some books. They read them. (Pronouns)</p> <p>That is my book. That is mine. (Possessive pronoun)</p> <p>This pen, which has a blue lid, is brand new. (Relative pronoun)</p>

<p>Sentence</p>	<p>A sentence is made up of one or more main clauses. There are different types of sentences.</p> <p>Command: This tells someone to do something. These often start with a verb.</p> <p>Exclamation: Where you are saying something surprising or with force. These end with an <u>exclamation mark</u>.</p> <p>Question: This asks for information. They often start with a question word. They must end with a <u>question mark</u>.</p> <p>Statement: This gives information. It usually has the subject before the verb. It usually ends in a full stop.</p>	<p><u>Don't</u> shout out. (Command)</p> <p><u>Stop</u> doing that. (Command)</p> <p>What a surprise! (Exclamation)</p> <p>Awesome! (Exclamation)</p> <p>Is that yours? (Question)</p> <p>I'm excited, are you? (Question)</p> <p>I am hungry. (Statement)</p> <p>Next week I am going abroad. (Statement)</p>
<p>Singular and plural</p>	<p>Most nouns have a singular and plural form – singular for 'one' and plural for 'more than one'.</p> <p>Usually nouns can be changed to plural by adding 's'. Some words have irregular plural forms and others stay the same for singular and plural.</p>	<p>1 pot → 2 pots</p> <p>1 tooth → 2 <u>teeth</u> (Irregular)</p> <p>1 fish → 2 fish (No change)</p>
<p>Standard English</p>	<p>The formal version of English.</p>	<p><u>I did</u> my homework. (NOT 'I done')</p> <p><u>We were</u> walking home. (NOT 'We was')</p>
<p>Subject</p>	<p>The noun, pronoun or noun phrase that is <u>doing</u> what the verb says.</p> <p><i>See also: object</i></p>	<p>The <u>boy</u> <i>dropped</i> a pen. (Subject, verb object)</p> <p><u>He</u> <i>drank</i> coffee. (Subject, verb)</p> <p><u>Amy</u> <i>pushed</i> it over. (Subject, verb)</p>
<p>Suffix</p>	<p>A letter or group of letters which is added to the <u>end of a root word</u> to change its meaning.</p>	<p>do → <u>doing</u></p> <p>agree → <u>agreement</u></p> <p>legal → <u>legalise</u></p>
<p>Synonym</p>	<p>Two words that have a similar meaning to one another.</p>	<p>happy / cheerful</p> <p>big / large</p> <p>angry / furious</p>
<p>Verb</p>	<p>'Doing' or 'being' words</p> <p><i>See also: modal verb</i></p>	<p>I <u>jumped</u> around the garden.</p> <p>I <u>have</u> three pens.</p> <p>She <u>is</u> tired but I <u>am</u> not.</p>

Tenses

<u>Term</u>	<u>Function</u>	<u>Examples</u>
Future (simple)	<p>For an action which will happen in the future.</p> <p>Usually uses 'will' and then the verb.</p>	<p>They will live in London.</p> <p>He will walk home.</p> <p>I will eat dinner.</p>
Past (simple)	<p>For an action which was completed in the past.</p> <p>Usually uses verbs with the -ed suffix.</p>	<p>They lived in London.</p> <p>He walked home.</p> <p>I ate dinner. (<i>Irregular verb</i>)</p>
Present (simple)	<p>For something that is happening now or generally happens frequently or regularly. Can describe habits or something that is generally true.</p>	<p>They live in London. (True)</p> <p>He walks home. (Happening now)</p> <p>I eat dinner. (Frequent habit)</p> <p>I visit Gran every Christmas. (Regular habit)</p>
Progressive	<p>The progressive tense is used for actions that are ongoing.</p> <p>Present progressive:</p> <p>Use the present form of 'to be' and the present form of the main verb, (an 'ing' ending).</p> <p>Past progressive:</p> <p>Use the past form of 'to be' and the present form of the main verb, (an 'ing' ending).</p>	<p>Present progressive:</p> <p>I am walking.</p> <p>She is going.</p> <p>They are eating. (<i>Irregular main verb</i>)</p> <p>Past progressive:</p> <p>I was walking.</p> <p>She was going.</p> <p>They were eating. (<i>Irregular main verb</i>)</p>
Perfect	<p>The perfect tense is used for actions that started in the past and have either been completed or are continuing into the present.</p> <p>Present perfect:</p> <p>Use the present form of 'to have' and the past form of the main verb, (usually an 'ed' ending).</p> <p>Past perfect:</p> <p>Use the past form of 'to have' and the past form of the main verb, (usually an 'ed' ending).</p>	<p>Present perfect:</p> <p>I have walked.</p> <p>She has gone. (<i>Irregular main verb</i>)</p> <p>They have eaten. (<i>Irregular main verb</i>)</p> <p>Past perfect:</p> <p>I had walked.</p> <p>She had gone. (<i>Irregular verb</i>)</p> <p>They had eaten. (<i>Irregular verb</i>)</p>

Punctuation

<u>Term</u>	<u>Function</u>	<u>Examples</u>
Apostrophes	<p><u>For omission:</u> Show you have omitted (missed out) some letters, often when joining words together.</p> <p><u>See also:</u> contractions.</p> <p><u>For possession:</u> Show that one thing belongs to another.</p>	<p><u>For omission:</u></p> <p>have not → haven't</p> <p>she will → she'll</p> <p><u>For possession:</u></p> <p>The tree's leaves. (The leaves belong to the <u>tree</u>.)</p> <p>The trees' leaves. (The leaves belong to the <u>trees</u>.)</p>
Brackets	<p>Used to add extra information that is not essential.</p> <p>The sentence should make sense even if the information in the brackets is ignored.</p>	<p><u>Mr Arnold</u> (<i>my new neighbour</i>) <u>shouted at my cat.</u></p> <p>The tree in my <u>garden</u> (<i>a large oak</i>) <u>was chopped down last night.</u></p>
Capital letters	<p>Used at the <u>beginning of a sentence</u> or for <u>proper nouns</u>.</p>	<p><u>T</u>omorrow <u>M</u>rs <u>G</u>reen is going to walk to <u>B</u>agshot.</p>
Colons	<p>Used before a definition or an explanation about something or to introduce a list.</p>	<p>I know what to do: I'll use a bucket and spade. (<i>explanation</i>)</p> <p>Spiders: small black creatures with eight legs. (<i>definition</i>)</p> <p>I have three cats: Tom, Jerry and Smudge. (<i>introduce a list</i>)</p>
Commas	<p>1. Separate <u>items in a list</u></p> <p>2. Separate <u>parts of a sentence i.e. clauses</u>.</p>	<p>1. I need to buy flour, eggs and milk.</p> <p>2. Tom, who is my friend, met me in town.</p>
Dashes	<p>Used to separate parts of a sentence.</p>	<p>The men – all fifty of them – started to run towards the new shop.</p> <p>The girl finally arrived at my house – only one hour late!</p>
Exclamation marks	<p>Show when something is <u>surprising</u> or said with <u>force</u>.</p>	<p>Wow! That's amazing!</p> <p>Bang! That was loud!</p>
Full stops	<p>Used at the <u>end of a sentence</u>.</p>	<p>His name is Ben.</p> <p>I live in London.</p>

Hyphen	Used to link two or more words together, often to make the meaning clearer.	I have five ten-pound notes. The seven-year-old boy stood up.
Inverted commas	<p>Go around <u>speech</u> (what someone has said).</p> <p>Speech always begins with a capital letter, even if there is a reporting clause first (e.g. Tom said, "Hi."). A comma is used to introduce the speech.</p> <p>The end punctuation goes before the closing inverted commas. (e.g. "How are you?" "That's great!" shouted Amy.)</p>	<p>"Hello," said mum.</p> <p>Nathan shouted, "Where are you going? We're late!"</p>
Question marks	Show that someone has asked a <u>question</u>.	<p>What is your name?</p> <p>Where are you going?</p>
Semi-colons	Used to link two complete sentences on the same theme.	<p>She dropped the bag; it was heavy.</p> <p>Mr Philips was tired; he hadn't slept well the previous night.</p>