

# My Little Book of SPAG Definitions



Year 6



Godalming Junior School

## Verbs

<b>Verbs</b>	<p>These are usually a "doing" word.</p> <p>A verb can express:</p> <ul style="list-style-type: none"> <li>• A physical action (e.g., <i>to swim, to write, to climb</i>).</li> <li>• A mental action (e.g., <i>to think, to guess, to consider</i>).</li> <li>• A state of being (e.g., <i>to be, to exist, to appear</i>).</li> </ul>
<b>Auxiliary verb</b>	<p>A verb is often made up of more than one word. The actual verb-word is helped out by another.</p> <p><u>Examples:</u>            I <b>have</b> arrived ('arrived' is the main verb and 'have' is the auxiliary verb)            We <b>are</b> waiting ('waiting' is the main verb and 'are' is the auxiliary verb)            No, I <b>don't</b> know him ('know' is the main verb and 'don't' is the auxiliary verb)</p>

<b>Present Progressive form</b>	<p><b>Indicates continuing action, something which is going on now</b></p> <p>I <u>am</u> buying some sweets.            Sam <u>is</u> playing football at the park.            They <u>are</u> studying hard in lessons.            Please note: the underlined auxiliary verb makes it <b>present</b> tense.</p>
<b>Past Progressive form</b>	<p><b>Indicates continuing action, that had been going on</b></p> <p>I <u>was</u> buying some sweets.            Sam <u>was</u> playing football at the park.            They <u>were</u> studying hard in lessons.            Please note: the underlined auxiliary verb makes it <b>past</b> tense.</p>

<b>Present Perfect</b>	<p><b>Indicates completed action in the present tense</b></p> <p>I <u>have</u> bought some sweets.            Sam <u>has</u> played football at the park.            They <u>have</u> studied hard in lessons.            Please note: the underlined auxiliary verb makes it <b>present</b> tense.</p>
<b>Past Perfect</b>	<p><b>Indicates completed action in the past tense</b></p> <p>I <u>did</u> buy some sweets.            Sam <u>had</u> played football at the park.            They <u>had</u> studied hard in lessons.            Please note: the underlined auxiliary verb makes it <b>past</b> tense.</p>

<b>Active Voice</b>	<p>A sentence is written in <b>active</b> voice when the subject of the sentence is performing the action.</p> <p>E.g. The cat was chasing a mouse.</p>
<b>Passive Voice</b>	<p>A sentence is written in <b>passive</b> voice when the subject of the sentence has something done to it by someone or something.</p> <p>E.g. A mouse was chased by the cat.</p>

<b>Modal Verbs</b>	<p><b>They help indicate levels of possibility.</b> They are a type of auxiliary verb so always need another verb after them!</p> <p>The most common modal verbs are: <b>will, would, should, could, may, can, shall, must, might.</b></p>
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<b>Subjunctive mood/form</b>	<p>The subjunctive mood is a formal way to express a wish, a suggestion, a command or a condition that is not factual.</p> <ul style="list-style-type: none"> <li>• If I <b>were</b> in your position, I would do the same.</li> <li>• I wish it <b>were</b> the summer holidays.</li> <li>• Mr Samson hoped that the children <b>be</b> ready at 12:15pm.</li> </ul>
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### Adverbs

<b>Adverbs</b>	A word that describes or gives more information about a verb. They usually end in -ly <b>BUT</b> not always. These non-ly words can sometimes be used as adverbs: often, quick, far, fast, rather, hard, slow, here, late, near, long, still, already.
<b>Adverbial (phrase)</b>	A group of words that describes or gives more information about a verb in the sentence. It describes <b>where</b> , <b>when</b> or <b>how</b> a verb is performed. E.g. The bus leaves in five minutes. She promised to see her <u>last night</u> .
<b>Fronted Adverbial</b>	An adverbial that goes at the beginning of a sentence E.g. <u>The day after tomorrow</u> , I'm visiting my granddad.

### Nouns

<b>Noun</b>	A 'naming' word: a word used for naming an animal, a person, a place or a thing. To quickly identify one it can be used after determiners (the, a, an, our, my) Our <u>dog</u> bit the <u>burglar</u> on his <u>leg</u> .
<b>Common noun</b>	A noun that is used to name everyday things: <i><b>cars, toothbrushes, trees,...</b></i> - and kinds of people: <i><b>man, woman, child ...</b></i>
<b>Proper noun</b>	A noun used to name particular people and places: <i><b>Jim, Betty, London...</b></i> - and some 'times': <i><b>Monday, April, Easter...</b></i> It always begins with a capital letter.
<b>Collective noun</b>	A noun that describes a group or collection of people or things: <i><b>army, bunch, team, swarm...</b></i>
<b>Abstract noun</b>	A noun that describes things that cannot actually be seen, heard, smelt, felt or tasted: <i><b>sleep, honesty, boredom, freedom, power ...</b></i>
<b>Noun Phrase</b>	A <b>noun phrase</b> is a noun and any other words that go with it to explain more about the noun. E.g. At the zoo, I saw <u>a vicious lion</u> . She kindly offered water to <u>the gardener working in the hot sun</u> . <u>The angry dog with the red collar</u> ran across the field.
<b>Subject</b>	In a sentence, every verb must have a subject. If the verb expresses action—like <i>sneeze, jump, bark, or study</i> —the <b>subject</b> is the 'someone' or something doing the action or being talked about. The speeding <i>car</i> crashed into a telephone pole. <i>Crashed</i> is the action verb. The <i>car</i> is <i>what</i> did the crashing.
<b>Object</b>	In a sentence, the subject is usually doing the verb and the <b>object</b> are the other nouns. E.g. 'Katie threw <u>Lisa</u> the <u>baseball</u> .'

### Pronouns

<b>Pronoun</b>	Referring to a person or a thing not by its actual name, but by another word which stands for it. This other word is a <b>pronoun</b> (which means ‘for a noun’) E.g. When Barnaby stroked the cat and listened to the cat purring softly, Barnaby felt calm and peaceful. E.g. When Barnaby stroked the cat and listened to <b>it</b> purring softly, <b>he</b> felt calm and peaceful.
<b>Singular pronouns</b>	Used to refer to one person or thing. E.g. <i>I, you, me, he, she, it, you, him, her, mine, yours, his, hers, its</i>
<b>Plural pronouns</b>	Used to refer to more than one person or thing. E.g. <i>we, they, us, them, ours, yours, theirs</i>
<b>Possessive pronoun</b>	A word that replaces a noun in a sentence, making the subject a person or a thing. Possessive pronouns are pronouns that demonstrate ownerships. E.g. my, mine, our, ours, its, his, her, hers, their, theirs, your and yours. The kids are <b>yours</b> and <b>mine</b> . The house is <b>theirs</b> and its paint is flaking. We shall finally have what is rightfully <b>ours</b> . What’s <b>mine</b> is <b>yours</b> , my friend.

### Adjectives

<b>Adjective</b>	A word used to describe (or tell you more about) a noun. E.g. The burglar was wearing a <b>black</b> jacket, a <b>furry</b> hat and a <b>large</b> mask over his face. (The words in bold tell us more about the noun that follows) An adjective usually comes before a noun but sometimes it can be separated from its noun and come afterwards (e.g. Ben looked <b>frightened</b> ; the dog was very <b>fierce</b> ) <i>Please note these below are not adjectives!</i> It was such a bright <u>red</u> [red is a noun in this sentence] The lamped <u>glowed</u> [glowed in this sentence is a verb]
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<b>Determiner</b>	A word that is used before a noun to show which particular example of the noun you are referring to. E.g. a, an, the, that, one, three, many.
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### Types of Sentences

<b>Statement</b>	These sentences state facts. E.g. <b>It is hot / The butter is in the fridge.</b>
<b>Question</b>	Are sentences which ask for an answer. Always use a question mark (?) at the end. E.g. <b>Are you hot? / Where is the butter?</b>
<b>Command</b>	These are sentences which give orders or requests. They begin with a verb (unless the sentence starts with a fronted adverbial). E.g. <b>Give me a dinosaur for my birthday.</b> <b>Before we have lunch, give Nanny a quick ring.</b>
<b>Exclamation</b>	Are sentences which express a strong feeling of emotion. Always use an exclamation mark at the end! E.g. <b>My goodness, it’s hot! / I absolutely love this movie!</b>

### Sentence Structures

<b>A clause</b>	A group of words with its own <b>verb</b> and usually a subject.
<b>Main clause</b>	A clause that can stand alone <i>in</i> a sentence or <i>as</i> a sentence.
<b>Phrase</b>	A group of words which does not make complete sense on its own and does not contain a verb; it is not a complete sentence. E.g. up the mountain
<b>Prepositions</b>	Words that link a noun to another word. E.g. Tom jumped <b>over</b> the cat. The monkey is <b>in</b> the tree. These words tell you where one thing is in relation to something else. Other examples of prepositions include: <b>up, across, into, past, under, below,</b>
<b>Co-ordinating conjunction</b>	These connect two sentences together. E.g. FANBOYS - for, and, nor, but, or, yet, so.
<b>Subordinating conjunctions</b>	These introduce the subordinate clause (i.e. it starts the subordinate clause) E.g. A WHITEBUS - although/as/after, when/while, however, if, though, even, because/before, until, since
<b>Subordinate clause</b>	A clause that does not make sense on its own and needs to be attached to the main clause to make sense. They are introduced by a subordinate conjunction. E.g. The girl was talking on her mobile phone <b>while running to the park.</b>

	<b>While running to the park</b> , the girl was talking on her mobile phone. <i>As it is a clause, it will contain a verb.</i>
<b>Relative clause</b>	It will begin with a relative pronoun. It will function as an <b>adjective</b> . E.g. The boy, who had brown hair, ran to school. <i>As it is a clause, it will contain a verb.</i>
<b>Relative Pronoun</b>	These introduce the relative clauses E.g. <b>who, which, that, whoever</b>

### Types of Words

<b>Synonyms</b> These are words that have a similar meaning to another word. We use synonyms to make our writing more interesting.	Synonyms for: <b>Bad</b> - awful, terrible, horrible <b>Happy</b> - content, joyful, pleased <b>Look</b> - watch, stare, glaze <b>Walk</b> - stroll, crawl, tread
<b>Antonyms</b> These are words with the opposite meaning to another word.	An antonym of <b>up</b> is <b>down</b> An antonym of <b>tall</b> is <b>short</b> An antonym of <b>add</b> is <b>subtract</b>

<b>Prefix</b> These are added to the beginning of an existing word in order to create another word.	Adding 'un' to happy - <b>unhappy</b> Adding 'dis' to appear - <b>disappear</b> Adding 're' to try - <b>retry</b>
<b>Suffix</b> These are added to the end of an existing word to create another word.	Adding 'ish' to child - <b>childish</b> Adding 'able' to like - <b>likeable</b> Adding 'ion' to act - <b>action</b>
<b>Root words</b> These are words that have a meaning of their own but can be added to either with a prefix (before the root) or a suffix (after the root). Root words can often be helpful in finding out what a word means or where it is 'derived' from.	<b>help</b> is a root word It can grow into: <u>helps</u> , <u>helpful</u> , <u>helped</u> , <u>helping</u> , <u>helpless</u> , <u>unhelpful</u>

<b>Singular</b> A singular noun names one person, place or thing (a single item).	One bike, One mango, One dress, One fly, One turkey, One half, One sheep.
<b>Plural</b> More than one person, place or thing.	<b>Most nouns are made into plurals by adding -s:</b> Three <u>bikes</u> <b>Some nouns ending in -o are made into plurals by adding -es:</b> Two <u>mangoes</u> <b>Most nouns ending in hissing, shushing or buzzing sounds are made into plurals by adding -es:</b> Ten <u>dresses</u> <b>For words ending in a vowel and then -y, just add -s:</b> Eight <u>turkeys</u> <b>For words ending in a consonant and then -y, change -y to -i and add -es:</b> Five <u>flies</u> <b>Most nouns ending in -f or -fe change to -ves in the plural:</b> Six <u>halves</u> <b>Some nouns stay the same in the plural:</b> Six <u>sheep</u> .
<b>Homonym</b>	Two different words look the same and sound the same but have different meanings. E.g. bark (noise a dog makes and bark on a tree) <b>Has he left yet? and On the left.</b>
<b>Homophone</b>	Two different words that sound the same but are spelt differently E.g. Here/hear; some/sum

<p><b>Capital letter</b> Used to denote the beginning of a sentence or a proper noun (names of particular places, things and people).</p>	<p>Joel has karate training ever <u>M</u>onday afternoon at <u>W</u>ells <u>P</u>rietary <u>S</u>chool. In <u>J</u>anuary, the children will be visiting <u>L</u>ondon <u>Z</u>oo.</p>
<p><b>Full stop</b> Placed at the end of a sentence that is not a question or exclamation.</p>	<p>Terry Pratchett's latest book is not yet out in paperback. I asked her whether she could tell me the way to Brighton.</p>
<p><b>Question mark</b> Indicates a question/disbelief.</p>	<p>Who else will be there? Is this really little Thomas?</p>
<p><b>Exclamation mark</b> Indicates an interjection/surprise/strong emotion</p>	<p>What a triumph! I've just about had enough! Wonderful!</p>
<p><b>Inverted commas</b> Punctuation marks used in pairs ( " ") to indicate:</p> <ul style="list-style-type: none"> <li>quotes (evidence).</li> <li>direct speech</li> <li>words that are defined, that follow certain phrases or that have special meaning.</li> </ul>	<p><b>For direct speech:</b> Janet asked, "Why can't we go today?" <b>For quotes:</b> The man claimed that he was "shocked to hear the news". <b>For words that are defined, that follow certain phrases or that have special meaning:</b> 'Buch' is German for book. The 'free gift' actually cost us forty pounds.</p>
<p><b>Apostrophes</b> Used to show that letters have been left out (contractions) or to show possession (i.e. 'belonging to')</p>	<p><b>Contractions:</b>    <i>Is not = isn't</i>                      <i>Could not = couldn't</i> <b>Possession:</b> <b>With nouns (plural and singular) not ending in an s add 's:</b> the girl's jacket, the children's books <b>With singular nouns ending in an s, add only the apostrophe:</b> the witness' lie. <b>With plural nouns ending in an s, add only the apostrophe:</b> the guards' duties, the Jones' house</p>
<p><b>Commas in a list</b> Used between a list of three or more words to replace the word <i>and</i> for all but the last instance.</p>	<p>Jenny's favourite subjects are maths, literacy and art. Joe, Evan and Mike were chosen to sing at the service. The giant had a large head, hairy ears and two big, beady eyes.</p>
<p><b>Commas to mark phrases or clauses</b></p>	<p><b>To indicate contrast:</b> The snake was brown, not green, and it was quite small. <b>Where the clause in parenthesis could be in brackets:</b> The recipe, which we hadn't tried before, is very easy to follow. <b>Where the phrase adds relevant information:</b> Mr Hardy, aged 68, ran his first marathon five years ago. <b>To mark a subordinate clause at the beginning of a sentence:</b> If at first you don't succeed, try again. Though the snake was small, I still feared for my life. <b>Using fronted adverbial phrases:</b> In general, sixty-eight is quite old to run a marathon. On the whole, snakes only attack when riled. <b>Conjunctive verbs:</b> Unfortunately, the bear was already in a bad mood and, furthermore, pink wasn't its colour.</p>
<p><b>Brackets</b> Used for additional information or explanation. Can be used in parenthesis in a sentence.</p>	<p><b>To clarify information:</b> Jamie's bike was red (bright red) with a yellow stripe. <b>For asides and comments:</b> The bear was pink (I kid you not). <b>To give extra details:</b> His first book (The Colour Of Magic) was written in 1989.</p>
<p><b>Dash</b> Used for additional information separate from the main clause. They can also be used for interruption, repetition and parenthesis.</p>	<p><b>To separate a clause or phrase from the main clause:</b> <i>The mountain was high - really high!</i> <b>To show interruption:</b> <i>"The girl is my - "</i> <i>"Sister," interrupted Miles, "She looks just like you."</i> <b>To show repetition:</b> <i>"You-you monster!" cried the frightened woman.</i></p>

	<p><i>“St-st-stop!” stammered the boy.</i></p> <p><b>Used for parenthesis</b>  Oliver Smith – the only professional jockey from Jersey – won his first race on Tuesday.</p>
<p><b>Ellipsis</b>  Used to indicate a pause in speech or at the very end of a sentence so that words trail off into silence (this helps to create suspense)</p>	<p><i>A pause in speech:</i>  “The sight was awesome... truly amazing.”</p> <p><i>At end of a sentence to create suspense:</i>  Mr Daily gritted his teeth, gripped the scalpel tightly in his right hand and slowly advanced...</p>
<p><b>Colons</b></p> <p>a) Used to introduce a list, summary or quote. The reader would pause at the colon.</p> <p>b) Used before a second clause that expands or illustrates the first clause.</p>	<p><b>Before a list:</b>  I could only find three of the ingredients: sugar, flour and coconut.</p> <p><b>Before a summary:</b>  To summarise: we found the camp, set up our tent and then the bears attacked.</p> <p><b>Before a line of speech:</b>  Tom asked: “May I have another cupcake?”</p> <p><b>Expanding or illustrating the first clause:</b>  He was very cold: the temperature was below zero.</p>
<p><b>Semi-colons</b></p>	<p><b>To link two separate sentences (or main clauses) that are closely related:</b>  The children came home today; they had been away for a week.</p> <p><b>Separates longer items in a list:</b>  Star Trek, created by Gene Roddenberry; Babylon 5, by JMS; Buffy, by Joss Whedon; and Farscape, from the Henson Company.</p>