

# 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> <p><b>Please note, these are not a verb:</b></p> <p>The <u>walk</u> to Karen's house will take an hour.</p> <p>All that surfing makes Josh so sleepy.</p>
<b>Auxiliary verb</b>	<p>A verb is often made up of more than one word. The actual verb-word is helped out by parts of the special verbs: the verb <b>to be</b>, the verb <b>to have</b> and the <b>verb to do</b>. These 'helping' verbs are called <b>auxiliary verbs</b> and can help us to form tenses.</p> <p>Auxiliary verbs for 'to be' include: am, are, is, isn't, was, wasn't, were, etc</p> <p>Auxiliary verbs for 'to have' include: have, had, hasn't, has, will have, will not have etc</p> <p>Auxiliary verbs for 'to do' include: do, don't</p> <p><u>Examples:</u></p> <p>I <b>have</b> arrived ('arrived' is the main verb and 'have' is the auxiliary verb)</p> <p>We <b>are</b> waiting ('waiting' is the main verb and 'are' is the auxiliary verb)</p> <p>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 buy some sweets' <u>turns into</u> <b>'I am buying some sweets'</b>.</p> <p>'Sam plays football at the park' <u>turns into</u> <b>'Sam is playing football at the park'</b>.</p> <p>'They study hard in lessons' <u>turns to</u> <b>'They are studying hard in lessons'</b>.</p>
<b>Past Progressive form</b>	<p><b>Indicates continuing action, that had been going on</b></p> <p>'I bought some sweets' <u>turns into</u> <b>'I was buying some sweets'</b>.</p> <p>'Sam played football at the park' <u>turns into</u> <b>'Sam was playing football at the park'</b>.</p> <p>'They studied hard in lessons' <u>turns to</u> <b>'They were studying hard in lessons'</b>.</p>
<b>Present Perfect</b>	<p><b>Present Perfect - Indicates completed action in the present tense</b></p> <p>'I bought some sweets' <u>turns into</u> <b>'I have bought some sweets'</b>.</p> <p>'Sam played football at the park' <u>turns into</u> <b>'Sam has played football at the park'</b>.</p> <p>'They studied hard in lessons' <u>turns to</u> <b>'They have studied hard in lessons'</b>.</p>
<b>Past Perfect</b>	<p><b>Past Perfect - Indicates completed action in the past tense</b></p> <p>'I bought some sweets' <u>turns into</u> <b>'I did buy some sweets'</b>.</p> <p>'Sam played football at the park' <u>turns into</u> <b>'Sam had played football at the park'</b>.</p> <p>'They studied hard in lessons' <u>turns to</u> <b>'They had studied hard in lessons'</b>.</p>
<b>Active Voice</b>	<p>A sentence is written in <b>active voice</b> when the <b>subject of the sentence is performing the action</b>.</p> <p>E.g. The cat was chasing a mouse</p>
<b>Passive Voice</b>	<p>A sentence is written in <b>passive voice</b> when the <b>subject of the sentence has something done to it by someone or something</b>.</p> <p>E.g. A mouse was chased by the cat.</p>
<b>Modal Verbs</b>	<p><b>Modal verbs change or affect other verbs in a sentence. 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, ought to, must, might.</b></p>
<b>Subjunctive mood/form</b>	<p>The subjunctive mood is the verb form used 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>

## Adverbs

<b>Adverbs</b>	<p>a word that describes or gives more information about a verb. They usually end in <b>-ly</b> <b>BUT</b> not always</p> <p>These words can sometimes be used as adverbs (but not always!): back, even, often, quick, far, fast rather, hard, slow, here, late, near, long, still, already.</p>
<b>Adverb or Adjective?</b>	<p>Some words can be either adverbs or adjectives depending on what they do in a sentence, e.g. <i>fast, hard, late</i>.</p> <p>If they answer the questions: How? When? Where? or Why? – they are adverbs.</p> <p>If they answer the question: “What is it like?” - they are adjectives, and will be telling you more about a specific noun.</p> <p><u>Examples:</u> <i>Life is hard. (adjective)                      Kim works hard. (adverb)</i> <i>The train arrived early. (adverb)    I took an early train. (adjective)</i></p>
<b>Adverbial</b>	<p>A word or group of words that describes or modifies the verb in the sentence. It describes <b>where, when</b> or <b>how</b> a verb is performed</p> <p><u>Examples:</u> The bus leaves <u>in five minutes</u>. She promised to see him <u>last night</u>.</p>
<b>Fronted Adverbial</b>	<p>A fronted adverbial is an adverbial that goes at the beginning of a sentence E.g. <u>The day after tomorrow</u>, I'm visiting my granddad.</p>

## Nouns

<b>Noun</b>	<p>A <b>noun</b> is a 'naming' word: a word used for naming an animal, a person, a place or a thing.</p> <p>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>.</p>
<b>Proper noun</b>	<p>This is a noun used to name particular people and places: <i>Jim, Betty, London...</i> – and some 'times': <i>Monday, April, Easter...</i> It always begins with a capital letter.</p>
<b>Common noun</b>	<p>A common noun is a noun that is used to name everyday things: <i>cars, toothbrushes, trees,...</i> – and kinds of people: <i>man, woman, child ...</i></p>
<b>Collective noun</b>	<p>This is a noun that describes a group or collection of people or things: <i>army, bunch, team, swarm...</i></p>
<b>Abstract noun</b>	<p>An abstract noun describes things that cannot actually be seen, heard, smelt, felt or tasted: <i>sleep, honesty, boredom, freedom, power ...</i></p>
<b>Noun Phrase</b>	<p>A <b>noun phrase</b> is a noun and any other words that go with it to explain more about the noun. E.g. <u>Almost all healthy adult foxes in this area</u> can jump.</p>
<b>Subject</b>	<p>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.</p>
<b>Object</b>	<p>In sentence the subject is usually doing the verb and the <b>object</b> are the nouns or pronouns receiving the action.</p> <p>'Katie threw <u>Lisa</u> the <u>baseball</u>.' 'Katie' is doing the throwing and therefore is the subject. The objects are the other nouns or pronouns: Lisa' and 'baseball'.</p>

## 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') <b>E.g.</b> When Barnaby stroked the cat and listened to the cat purring softly, Barnaby felt calm and peaceful. <b>E.g.</b> When Barnaby stroked the cat and listened to <b>it</b> purring softly, <b>he</b> felt calm and peaceful.
<b>Singular pronouns</b>	Singular pronouns are used to refer to one person or thing. <b>E.g.:</b> <i><b>I, you, me, he, she, it, you, him, her, mine, yours, his, hers, its</b></i>
<b>Plural pronouns</b>	Plural pronouns are used to refer to more than one person or thing. <b>E.g.:</b> <i><b>we, they, us, them, ours, yours, theirs</b></i>
<b>Possessive pronoun</b>	A pronoun is a word that replaces a noun in a sentence, making the subject a person or a thing. Possessive pronouns are pronouns that demonstrate ownerships. For example: my, mine, our, ours, its, his, her, hers, their, theirs, your and yours. The kids are <u>yours</u> and <u>mine</u> . The house is <u>theirs</u> and its paint is flaking. We shall finally have what is rightfully <u>ours</u> . What's <u>mine</u> is <u>yours</u> , my friend.

## Adjectives

<b>Adjective</b>	An <b>adjective</b> is a 'describing' word: it is a word used to describe (or tell you more about) a noun. <u>Example:</u> 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 lamp <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.
<b>Possessive determiners</b>	Possessive adjectives show ownership. E.g.: my, our, their, his, your ... <u>Examples;</u> Sue never brushes <b>her</b> hair. <b>My</b> first school
<b>Article determiners</b>	An article is a type of determiner. It is always used with and gives some information about a noun. There are three articles: <b>a, an</b> and <b>the</b> Examples: <b>the</b> chair; <b>a</b> table; <b>an</b> elephant
<b>Demonstrative determiner</b>	This, those, that. <b>E.g. that</b> strange person

## 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>	Interrogative sentences (questions) 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). Examples: <b>Give me a dinosaur for my birthday</b> Before we have lunch, <b>give Nanny a quick ring.</b>
<b>Exclamation</b>	Exclamatory sentences (exclamations) 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 clause is 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 phrase is 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>	<b>Prepositions are words that link a noun to another word.</b> Examples: Tom jumped <b>over</b> the cat. The monkey is <b>in</b> the tree. I haven't seen my dog <b>since</b> this morning 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>	A co-ordinating conjunction connects words, phrases or clauses that are of equal importance or have the same grammatical structure within a sentence. Examples: <b>but, or, yet, so, and</b>
<b>Subordinating conjunctions</b>	These introduce the subordinate clause (i.e. it starts the subordinate clause) E.g.: <b>Because, before, after, although, while...</b>
<b>Subordinate clause</b>	As it is a clause, it will contain a <b>verb</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 (eg when, before, despite, although, while). 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.
<b>Relative clause</b>	As it is a clause, it will contain a <b>verb</b> . It will begin with a <b>relative pronoun</b> [ <b>who, whom, whose, that, which</b> ] or a <b>relative adverb</b> [ <b>when, where, or why</b> ]. It will function as an <b>adjective</b> .
<b>Relative Pronoun</b>	These introduce the relative clauses E.g.: <b>who, which, that, whoever</b>
<b>Subordinate conjunctions as prepositions</b>	Some subordinating conjunctions (e.g. BEFORE, AFTER and UNTIL) can also act as prepositions when they are not connected to a verb. For example: My mum's alarm clock always goes off <b>before 7:00 in the morning</b> (no verb, so a <b>prepositional phrase</b> ). I always read <b>before I go to bed</b> (contains the verb 'go', so a <b>subordinate clause</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> Prefixes 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> Suffixes 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>

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

<p><b>Capital letter</b></p> <p>Used to denote the beginning of a sentence or a proper noun (names of particular places, things and people).</p>	<p><u>J</u>oel has karate training ever <u>M</u>onday afternoon at <u>W</u>ells <u>P</u>rietary <u>S</u>chool.</p> <p><u>I</u>n <u>J</u>anuary, the children will be visiting <u>L</u>ondon <u>Z</u>oo.</p>
<p><b>Full stop</b></p> <p>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.</p> <p>I asked her whether she could tell me the way to Brighton.</p>
<p><b>Question mark</b></p> <p>Indicates a question/disbelief.</p>	<p>Who else will be there?</p> <p>Is this really little Thomas?</p>
<p><b>Exclamation mark</b></p> <p>Indicates an interjection/surprise/strong emotion</p>	<p>What a triumph!</p> <p>I've just about had enough!</p> <p>Wonderful!</p>
<p><b>Inverted commas</b></p> <p>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></p> <p>Janet asked, "Why can't we go today?"</p> <p><b>For quotes:</b></p> <p>The man claimed that he was "shocked to hear the news".</p> <p><b>For words that are defined, that follow certain phrases or that have special meaning:</b></p> <p>'Buch' is German for book.</p> <p>The 'free gift' actually cost us forty pounds.</p>
<p><b>Apostrophes</b></p> <p>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></p> <p><b>Possession:</b></p> <p><b>With nouns (plural and singular) not ending in an s add 's:</b></p> <p>the girl's jacket, the children's books</p> <p><b>With singular nouns ending in an s, add only the apostrophe:</b></p> <p>the witness' lie.</p>

	<p><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.</p> <p><b>Where the clause in parenthesis could be in brackets:</b> The recipe, <b>which we hadn't tried before</b>, is very easy to follow.</p> <p><b>Where the phrase adds relevant information:</b> Mr Hardy, <b>aged 68</b>, ran his first marathon five years ago.</p> <p><b>To mark a subordinate clause at the beginning of a sentence:</b> <b>If at first you don't succeed</b>, try again. <b>Though the snake was small</b>, I still feared for my life.</p> <p><b>Using fronted adverbials phrases:</b> <b>In general</b>, sixty-eight is quite old to run a marathon. <b>On the whole</b>, snakes only attack when riled.</p> <p><b>Conjunctive verbs:</b> <b>Unfortunately</b>, 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.</p> <p><b>For asides and comments:</b> The bear was pink (I kid you not).</p> <p><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></p> <p><b>To show interruption:</b> <i>"The girl is my – "</i> <i>"Sister," interrupted Miles, "She looks just like you."</i></p> <p><b>To show repetition:</b> <i>"You-you monster!" cried the frightened woman.</i> <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><b>A pause in speech:</b> <i>"The sight was awesome... truly amazing."</i></p> <p><b>At end of a sentence to create suspense:</b> 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.</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>