

**BURWELL VILLAGE COLLEGE**

**Primary School**

# **Grammar Guide**



# Determiners

*Determiner: a word that is used before a noun (except proper nouns) to identify exactly which noun is being referred to.*

<i>the</i>	<i>this</i>	<i>my</i>	<i>some</i>	<i>one</i>
<i>an</i>	<i>that</i>	<i>your</i>	<i>any</i>	<i>two</i>
<i>a</i>	<i>these</i>	<i>his</i>	<i>few</i>	<i>three</i>
	<i>those</i>	<i>her</i>	<i>every</i>	<i>twenty</i>
		<i>its</i>	<i>all</i>	<i>fifty</i>
		<i>our</i>		<i>(any number)</i>
		<i>your</i>		
		<i>their</i>		
<u><i>a or an?</i></u>				
<i>'a' goes with words that start with a consonant sound. e.g. a hat</i>				
<i>'an' goes with words that start with a vowel sound. e.g. an elephant</i>				
<i>Be careful, the word might not actually begin with a vowel! e.g. an hour</i>				
<i>vowels: a e i o u</i>				

# Nouns

*Noun: a person, animal, place, thing or idea*

*The determiners *the, a/an, my, your, etc.* can go at the start of most nouns.*

## Common Nouns

*These nouns do NOT need a capital letter.*

<i>hat</i>	<i>biro</i>	<i>figure</i>
<i>dictionary</i>	<i>grandad</i>	<i>compass</i>
<i>rabbit</i>	<i>air</i>	<i>pharmacy</i>

## Pronouns

*Pronoun: a word that is used instead of a noun. e.g. **Tom** ran. → **He** ran.*

<i>I</i>	<i>me</i>	<i>mine</i>
<i>you</i>	<i>you</i>	<i>yours</i>
<i>he</i>	<i>him</i>	<i>his</i>
<i>she</i>	<i>her</i>	<i>hers</i>
<i>it</i>	<i>it</i>	<i>its</i>
<i>we</i>	<i>us</i>	<i>ours</i>
<i>they</i>	<i>them</i>	<i>theirs</i>
<i>it</i>	<i>it</i>	

# Proper Nouns

*Proper noun: an individual name for a person, animal, place or thing or idea. Proper nouns need a capital letter and they might be more than one word.*

Burwell Village College	Cambridge
Newmarket	Ness Road
The Causeway	Big Ben
Mollie Smith	England

# Abstract Nouns

*Abstract noun: a noun which cannot be physically held or touched:*

anger	fear
truth	happiness
permission	guilt
information	expression

# Subject

The subject of a sentence is a *noun* - the *noun* linked to *verb*.

Most mornings, I travel to school by car.

# Verbs

**Verb:** word or phrase that describes an action, condition or experience. We sometimes call these 'doing words'.

## Important Verbs

pronoun	to have		to be	
	present	past	present	past
I	have	had	am	was
you	have	had	are	were
he/she/it	has	had	is	was
we	have	had	are	were
You (plural)	have	had	are	were
they	have	had	are	were

How do you identify verbs? Think: What is the **subject** of the sentence doing?

Verbs come in different forms depending on the tense (when the action happened/will happen).

## Simple Present Tense

The simple present tense is used to talk about what generally happens:

Most mornings, **I** travel to school by car.

When **she** has dinner, **she** eats with a knife and fork.

# Present Progressive Tense

The present progressive tense is used to talk about what is happening now.

It is formed by using the present tense of the verb to be + the present participle:

① I can't do it right now- ① am eating my dinner.

① The children are making great progress.

It can also be used as an informal way of expressing the future:

① Geoff Hill is releasing his new book next year.

# Simple Past Tense

The simple past tense is used to talk about finished actions:

① The moon shone like a precious pearl.

# Past Progressive Tense

The past progressive tense is used to talk about things that were happening over a period of time in the past.

It is formed by using the past tense of the verb to be + the present participle:

① I managed to complete the whole task- ① was working really hard.

① The children were telling each other what they know about fractions.

# Present perfect tense

The present perfect tense uses have/has plus the past participle of a verb.

We use the present perfect to talk about things in the recent past:

① I have finished my work.

Finally, she has cleaned her room.

We can also use the present progressive tense for something which started in the past and continues in the present:

① They have lived in their house for 15 years.

# Past perfect tense

The past perfect tense uses had plus the past participle of a verb.

We use the past perfect tense to talk about things that had happened before other things happened in the simple past,

① I had finished my work when the doorbell rang.

They had lived in their house for 15 years before

they finally renovated the kitchen.

# Present Participle

The present participle is an -ing word. It needs another verb with it to act as a verb. An -ing word on its own is NOT a verb.

# Past Participle

The past participle is normally formed by adding -ed onto the end of a verb.

Regular past participles:

Base Verb	Past Participle
demonstrate	demonstrated
laugh	laughed
beg	begged
skip	skipped
decide	decided

Sometimes past participles do not follow that rule.

Irregular past participles:

Base Verb	Past Participle
show	shown
teach	taught
ring	rung
learn	learnt
choose	Chosen



# Prepositions

*Preposition: a word/phrase that explains the time, location or direction of one **noun** relative to another.*



<i>Time</i>	<i>Location</i>	<i>Direction/Movement</i>
<i>before</i>	<i>beside</i>	<i>around</i>
<i>since</i>	<i>in front of</i>	<i>to</i>
<i>until</i>	<i>near</i>	<i>through</i>
<i>by</i>	<i>above</i>	<i>into</i>
<i>during</i>	<i>in between</i>	<i>out of</i>
<i>at</i>	<i>with</i>	<i>up</i>
<i>on</i>	<i>opposite</i>	<i>down</i>
	<i>among</i>	<i>toward</i>
	<i>beneath</i>	<i>past</i>

# Adjectives

**Adjective:** a word that describes a **noun** (or **pronoun**) or adds to its meaning.

shallow	honest	crimson
tearful	egg-shaped	sand-like
delicate	worn	delicious

Adjectives may come before the noun:

The **inquisitive** **boy** questioned his teacher.

Adjectives may come after the verb 'to be':

**He** is **funny**.

The **ball** is **red**.

Adjectives may come after another verb:

**I** feel **sick**.

## Expanded Noun Phrases

**Expanded noun phrase:** a group of words, which add more meaning/description to the **noun**.

**Nouns** can be expanded with **adjectives**:

the crumbling, abandoned **tomb**

**Nouns** can be further expanded with a **prepositional phrase**:

the crumbling, abandoned **tomb** beneath the shifting sands

# Adverbs

**Adverb:** a word that tells you how, when, where or why the **verb** happens.

**Adverbial phrase:** a group of words that tell you how, when, where or why the **verb** happens.

how	when	where	to what extent
stamping his feet	at dusk	here	extremely
carefully	every Tuesday	there	not
elegantly	after lunch	everywhere	rather
awkwardly	eventually	somewhere	really
gracefully	daily	nowhere	terribly
sarcastically	still	in the garden	too
silently	never	on top of the hill	very
covered in mud	now	under the table	so

## Fronted adverbials

**Fronted adverbial:** an adverb or adverbial phrase that goes at the start of a sentence.

Fronted adverbials must be followed by a **comma**:

**Happily**, the **children** played.

**Without a sound**, the **boy** crept downstairs.

## Fronted adverbials:

how (manner)	where (place)	when (time)	how often (frequency)
Sadly,	In the distance,	Earlier today,	Often,
Calmly,	High above,	Yesterday,	Daily,
Startled,	On page 16,	A few hours ago,	Regularly,
Without a sound,	Below the surface,	Just before lunch,	Rarely,
As quick as a flash,	Above the clouds,	A while later,	Occasionally,
Grabbing his leg,	Underground,	All of a sudden,	Sometimes,

# Conjunctions

*Conjunction: a word/phrase that connects two words, phrases or clauses together.*

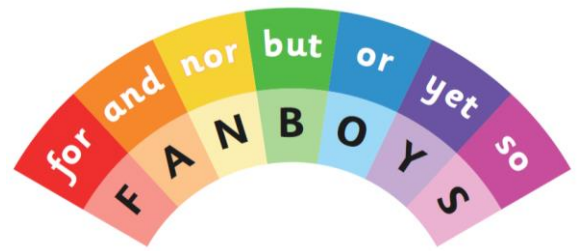
## Co-ordinating conjunctions

*Co-ordinating conjunctions join two main clauses. They give equal importance to the clauses they connect.*

*Most commonly used:*

<i>and</i>	<i>but</i>	<i>or</i>	<i>so</i>
------------	------------	-----------	-----------

*All:*



## Subordinating conjunctions

*Subordinating conjunctions join a main clause and a subordinate clause.*

<i>after</i>	<i>even if</i>	<i>provided that</i>	<i>until</i>
<i>although</i>	<i>even though</i>	<i>rather than</i>	<i>when</i>
<i>as</i>	<i>if</i>	<i>since</i>	<i>whenever</i>
<i>because</i>	<i>in order that/to</i>	<i>so that</i>	<i>wherever</i>
<i>before</i>	<i>now that</i>	<i>though</i>	<i>whereas</i>
	<i>once</i>	<i>unless</i>	<i>while</i>

*They can join the subordinate clause onto the main clause:*

I will have lunch **when** I arrive home.

They can also go at the start of the sentence. In this case, you need a **comma** to separate the two clauses.

When I arrive home, I will have my lunch.

A subordinate clause always starts with a subordinating conjunction.

# Punctuation

## Commas

You can most commonly use commas:

to separate items in a list	He ate cabbage, chicken, roast potatoes and broccoli.
after <b>fronted adverbials</b>	<b>As a result,</b> snow leopards are an endangered species.
after <b>fronted subordinate clauses</b>	<b>Although</b> it was chilly, <u>Tom ran outside in his bare feet.</u>
for parenthesis (to insert extra information into a clause)	The garden, which had not been tended to for years, was full of wild flowers.
as part of <b>direct speech punctuation</b>	Mrs Pettiworth called out, "Don't forget the bottle!"
before question tags	This is great, isn't it?
after <b>yes</b> and <b>no</b> in short responses	Yes, it is!
to separate the name of a person/group being addressed from the rest of the sentence	Dad, could you help me?

# Capital letters and full stops

A capital letter and a full stop mark the beginning and the end of a sentence. (A comma cannot replace a full stop.)

A sentence must contain a clause.

A clause must contain a subject and a verb. The subject of the clause is the noun linked to the verb.

## Simple Sentence

A simple sentence contains only one clause - a main clause. It therefore contains one subject and verb.

Eagerly, the inquisitive boy thumbed through the dusty pages of the leather-bound book.

A new subject indicates a new clause. If the new clause is not joined to previous clause with a conjunction, it is also a new sentence:

Tom had read the book. He had also been watching t.v.

At dawn, the small dark figure crept across the frosty grass. He tried not to leave tell-tale footprints.



## Compound Sentence

A compound sentence is made up of two main clauses joined by a coordinating conjunction:

She had completed her chores yet she wasn't allowed outside.

## Complex Sentence

A complex sentence contains a main clause and a subordinate clause:

Tom had read the pages while he was watching t.v.

As he crept across the frosty grass, the small dark figure tried not to leave tell-tale footprints.

## Semicolons

Semicolon: a punctuation mark that separates two main clauses where the two main clauses are closely related.

A semicolon can normally replace a but and so:

Tom really likes bannanas but Sally loves mango.

Tom really likes bannanas; Sally loves mango.

A semicolon can also separate longer items in a list:

You need to take the dirty sheets off your bed; put them in the washing machine with a scoopful of detergent; turn the dial round to the 'bedding' option and then press the 'on' button.

## Colons

Colon: a punctuation mark that indicates a break between two main clauses where the second clause adds an explanation or reason to the first.

A colon can often replace because:

Many people shop at the supermarket because there is a greater selection of products in larger stores.

Many people shop at the supermarket: there is a greater selection of products in larger stores.

A colon can also come after a main clause that introduces a list:

I have many pets: a cat, a dog and three birds.

# Dashes

*Dash: a punctuation mark that introduces an expansion of, or afterthought related to, the main clause it follows:*

The **film** was very informative - **I** learned a great deal.

*Dashes can also be used for parenthesis- to enclose a word, phrase or clause within a sentence:*

My **neighbour** - the friendly one **who** lives at number 10 - **has just been given a promotion.**

# Brackets

*Brackets: punctuation marks (also known as parentheses) that mark a word, phrase or sentence as separate to the main sentence.*

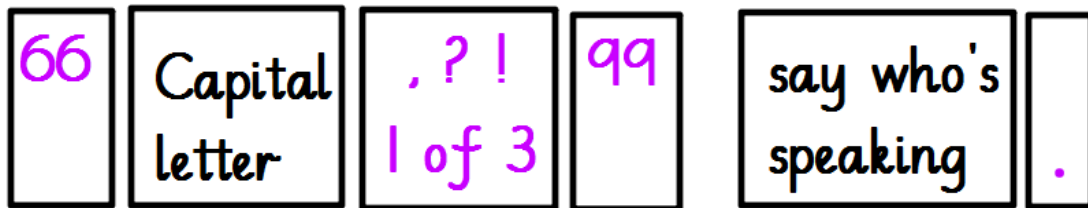
**Chris Walt** cycled 60km (40 miles) in two hours.

# Direct Speech Punctuation

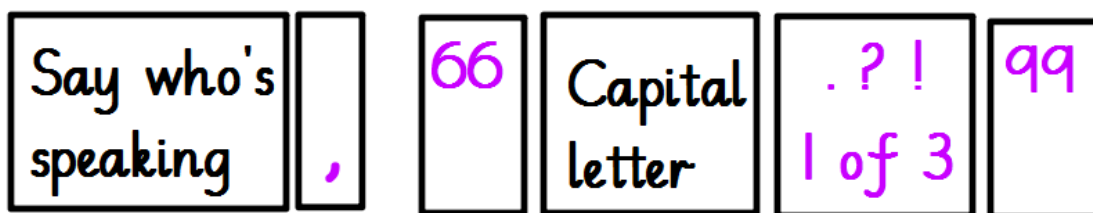
*Inverted commas: the punctuation marks that signal the beginning and end of a person's spoken words.*

*Inverted commas are sometimes referred to as '66' and '99'.*

*It is important that rest of the punctuation in a direct speech sentence is accurate:*



*"What time is it?" asked Bob, looking at his bare wrist.*



*Jill scowled at her brother through narrowed eyes, "Where's my Princess Lucy Sparkling Charriot?"*

*Remember: new speaker; new line*

*"What's that?" the scrawny-looking boy enquired.*

*"None of your bees wax!" replied Tom abruptly. He felt a sudden pang of guilt as the boy's eyes filled with tears.*

*His bottom lip trembling, the boy replied, "Oh, sorry."*