

| Grammar | Definition | Example |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Modal Verb | To show if we believe something is certain, probable or possible – or not! Examples: can/ could, may/ might, shall/ should, will/ would, must/ ought | Perhaps I should stay behind. Can I get you a drink? Sam will be here soon. I must go now. This ride may be too scary for you. |
| Cohesion | Writing is cohesive if it is clear how the meanings of its parts fit together. For example if you start writing in the past tense you should stay writing in the past tense to keep the writing cohesive. Also achieved through the use of pronouns such as 'he' and 'it' to avoid repetition of a name. Additionally, using phrases such as : after that, meanwhile etc | I walked to the market this morning and I bought a drink. After that, I visited the supermarket and purchased another drink. |
| Ambiguity | When a word has more than one meaning. | The vicar married my sister. The fisherman went to the bank. 'Someone complimented me on my driving today. They left a note on my windscreen; it said 'Parking Fine.' That was nice.' |
| Active voice | Verbs can be active. In an active sentence the subject carries out the action. | The dog bit Ben. |

| Grammar | Definition | Example |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Passive voice | Verbs can be passive. In a passive sentence the subject is on the receiving end of the action. | Ben was bitten by the dog. |
| Relative clause | A clause using who, whom, which, whose to relate back to the subject. Clause does not make sense by itself. | Polly's hair, which was long and brown , hung loosely around her head. The boy was funny, which made me smile . The boy, who was holding the golden ticket , won the prize. |
| Noun Phrase | A group of words which take the place of a single noun. | The large brown labrador with the red collar. |
| Relative pronoun | Word used to introduce a relative clause- who, whom, which, that | The train was late, which annoyed me greatly. This is Nick who can play the piano. |
| Subject | The noun or pronoun that is carrying out the action in the sentence. | The dog broke the window. The children ripped the paper. |
| Object | The object in a sentence that is having the action done to it. | The dog broke the window . The children ripped the paper . |
| Adverbial | A word or phrase that is used to give more detail to a verb or a clause. Adverbials of manner- how Adverbials of place- where Adverbials of time- when, how often Adverbials of probability- how certain we are | Tom shouted loudly . He cycled as fast as possible . I saw him over there . In a minute I will start. Perhaps we should go. He will certainly say yes. |
| Fronted adverbial | The use of an adverb to begin a sentence to make the sentence more interesting. | On the table stood a vase of flowers. Next to the window was a bookcase. At the end of the lane, Bob paused. |

Punctuation that your child will be using in their writing:

| | | |
|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Brackets () Dashes – Commas , | Used to separate information that is not essential to the meaning of the rest of the sentence | Mount Everest (8848m) is the highest mountain in the world. Thousands of people- like the man in this photograph- have been left homeless |
| Commas , | Used to make the meaning of sentences clearer. Used to clarify meaning/ avoid ambiguity | The school has a vegetable garden in which the children grow cabbages, onions, potatoes and carrots. Amazingly, the rabbits never eat any of them. |
| Semi colon ; Colon : Dash - | Used to mark the break between two main clauses | The road runs through a beautiful wooded valley; the railway line follows it. |
| Colon : | Used to introduce lists | The price includes: flight, accommodation and excursions. |
| Bullet points | Used to draw attention to important information so that the reader can find the key information quickly | • |
| Hyphens | Used either: at the end of a line when a word has been divided or to link two parts of word | Good-hearted Man-eating Quick-thinking |
| This is in addition to being expected to use all KS1 and Lower KS2 punctuation correctly. | | |



Help Your Child with Grammar



Upper KS2 (Years 5 and 6)

Grammar is the way in which words are put together to form proper sentences