

# Helpful Hints – Grammatical Terms for the new SPAG test.

## Key Stage Two (As well as KS1 lists)

<b>Proper noun</b>	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.
<b>Common noun</b>	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>
<b>Collective noun</b>	This is a noun that describes a group or collection of people or things: <i>army, bunch, team, swarm...</i>
<b>Abstract noun</b>	An abstract noun describes things that cannot actually be seen, heard, smelt, felt or tasted: <i>sleep, honesty, boredom, freedom, power ...</i>
<b>Adjectives of number or quantity</b>	e.g. much, more, most, little, some, any, enough ... These answer the question: How much? <u>Example:</u> She invited <b>five</b> friends for breakfast; she did not have <b>any</b> food left
<b>Auxiliary verb</b>	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> and the verb <b>to have</b> . Auxiliary verbs for ‘to be’ include: am, are, is, was, were, Auxiliary verbs for ‘to have’ include: have, had, hasn’t, has, will have, will not have.
<b>Singular pronouns</b>	Singular pronouns are 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>	Plural pronouns are used to refer to more than one person or thing. <u>E.g.:</u> <i>we, they, us, them, ours, theirs</i>
<b>Prepositions</b>	Prepositions are words which show the relationship of one thing to another. Other examples of prepositions include: <i>over, in, up, across, into, past, under, below, above ...</i>
<b>Subordinating connectives</b>	Subordinating connectives link a main (independent) clause with a subordinate (dependent) clause (a clause which does not make sense on its own). Example: <b>When</b> we got home, we were hungry. We were hungry <b>because</b> we hadn’t eaten all day. Other subordinating connectives include: <i>if, while, after, until, before, although...</i>
<b>Article</b>	An article is always used with and gives some information about a noun. There are three articles: <i>a, an</i> and <i>the</i> Example: <b>the</b> chair; <b>a</b> table; <b>an</b> elephant
<b>Declarative sentence (statement)</b>	These are sentences which state facts. <u>e.g.:</u> It is hot. The butter is in the fridge.
<b>Interrogative sentence (question)</b>	Interrogative sentences (questions) are sentences which ask for an answer. <u>e.g.:</u> Are you hot? Where is the butter?
<b>Imperative sentence (command)</b>	These are sentences which give orders or requests. <u>e.g.:</u> Play the movie. Give me a dinosaur for my birthday.
<b>Exclamatory sentence (exclamation)</b>	Exclamatory sentences (exclamations) are sentences which express a strong feeling of emotion. <u>e.g.:</u> My goodness, it’s hot!
<b>Clause</b>	A clause is a group of words which does contain a verb; it is part of a sentence. There are two kinds of clauses: 1. A <b>main clause</b> (makes sense on its own) e.g.: Sue bought a new dress. 2. A <b>subordinate clause</b> (does not make sense on its own; it depends on the main clause for its meaning)

	E.g.: Sue bought a new dress <b>when she went shopping</b> . *‘when she went shopping’ is the subordinate clause as it would not make sense without the main clause.
<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

## Vocabulary/language strategies

<p><b>Synonyms</b> These are words that have a similar meaning to another word. We use synonyms to make our writing more interesting.</p>	<p>Synonyms for: Bad - awful, terrible, horrible Happy - content, joyful, pleased Look - watch, stare, glaze Walk - stroll, crawl, tread</p>
<p><b>Antonyms</b> These are words with the opposite meaning to another word.</p>	<p>The antonym of <u>up</u> is <u>down</u> The antonym of <u>tall</u> is <u>short</u> The antonym of <u>add</u> is <u>subtract</u></p>
<p><b>Suffix</b> Suffixes are added to the end of an existing word to create a new word with a different meaning.</p>	<p>Adding 'ish' to child – childish Adding 'able' to like – likeable Adding 'ion' to act – action</p>
<p><b>Root words</b> 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) to change the meaning of the word.</p>	<p><u>help</u> is a root word</p> <p>It can grow into:</p> <p style="text-align: right;">help<u>s</u> help<u>ful</u> help<u>ed</u></p>
<p><b>Plural</b> More than one person, place or thing.</p>	<p><i>Some nouns ending in –o are made into plurals by adding –es:</i> Two mango<u>es</u></p> <p><i>For words ending in a vowel and then –y, just add –s:</i> Eight turkeys</p> <p><i>For words ending in a consonant and then –y, change –y to –i and add –es:</i> Five fl<u>ies</u></p> <p><i>Most nouns ending in –f or –fe change to –ves in the plural:</i> Six hal<u>ves</u></p>

## Punctuation

<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><i>For direct speech:</i> Janet asked, "Why can't we go today?"</p> <p><i>For quotes:</i> The man claimed that he was “shocked to hear the news”.</p> <p><i>For words that are defined, that follow certain phrases or that have special meaning:</i> 'Buch' is German for book. The book was signed 'Terry Pratchett'. 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><u><i>Contractions:</i></u> <i>Is not = isn't                      Could not = couldn't</i> <i>The apostrophe shows omission – it replaces the missing vowels.</i></p> <p><u><i>Showing Possession:</i></u> <i>With nouns (plural and singular) not ending in an s add 's:</i> <i>the girl's jacket, the children's books</i></p> <p><i>With plural nouns ending in an s, add only the apostrophe:</i> <i>the guards' duties, the Jones' house</i></p> <p><i>With singular nouns ending in an s, you can add either 's or an apostrophe alone:</i> <i>the witness's lie or the witness' lie (be consistent)</i></p>
<p><b>Commas in a list</b></p> <p>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><i>To indicate contrast:</i> The snake was brown, not green, and it was quite small.</p> <p><i>Where the phrase (embedded clause) could be in brackets:</i> The recipe, which we hadn't tried before, is very easy to follow.</p> <p><i>Where the phrase adds relevant information:</i> Mr Hardy, aged 68, ran his first marathon five years ago.</p>

	<p><i>To mark a subordinate clause:</i> If at first you don't succeed, try again. Though the snake was small, I still feared for my life.</p> <p><i>Introductory or opening phrases:</i> In general, sixty-eight is quite old to run a marathon. On the whole, snakes only attack when riled.</p> <p><i>Conjunctive verbs:</i> Unfortunately, the bear was already in a bad mood and, furthermore, pink wasn't its colour.</p>
<p><b>Brackets (also known as parentheses)</b></p> <p>Used for additional information or explanation.</p>	<p><i>To clarify information:</i> Jamie's bike was red (bright red) with a yellow stripe.</p> <p><i>For asides and comments:</i> The bear was pink (I kid you not).</p> <p><i>To give extra details:</i> His first book (The Colour Of Magic) was written in 1989.</p>
<p><b>Ellipsis</b></p> <p>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>Dash</b></p> <p>Used to show interruption (often in dialogue) or to show repetition.</p>	<p><i>To show interruption:</i> "The girl is my – " "Sister," interrupted Miles, "She looks just like you."</p> <p><i>To show repetition:</i> "You-you monster!" cried the frightened woman.</p>
<p><b>Colons</b></p> <p>a) Used before a list, summary or quote</p> <p>b) Used to complete a statement of fact</p>	<p><i>Before a list:</i> I could only find three of the ingredients: sugar, flour and coconut.</p> <p><i>Before a summary:</i> To summarise: we found the camp, set up our tent and then the bears attacked.</p> <p><i>Before a line of speech:</i> Tom asked: "May I have another cupcake?"</p> <p><i>Before a statement of fact:</i> There are only three kinds of people: the good, the bad and the ugly.</p>
<p><b>Semi-colons</b></p> <p>Used in place of a connective</p>	<p><i>To link two separate sentences that are closely related:</i> The children came home today; they had been away for a week.</p>

(conjunction). Shows thoughts on either side of it are balanced and connected. It can also separate words or items within a list.

*In a list:*

Star Trek, created by Gene Roddenberry; Babylon 5, by JMS; Buffy, by Joss Whedon; and Farscape, from the Henson Company.