

# Years 5 & 6 Writing & SpaG Workshop

Part 2

# Helping with SPaG

## WORD CLASSES

A sentence contains a set of words, each with a special role. Each word has a name:

**NOUNS** - nouns are the words that name the subjects and objects of the sentence. There are common nouns, proper nouns, pronouns, abstract nouns and collective nouns.

**ADJECTIVES** - adjectives modify the nouns. This means that they give the reader a more precise idea of what the noun might be like; its size; shape; colour; mood; characteristics.

**VERBS** - verbs are the words that show what the noun is doing. A sentence must have a verb.

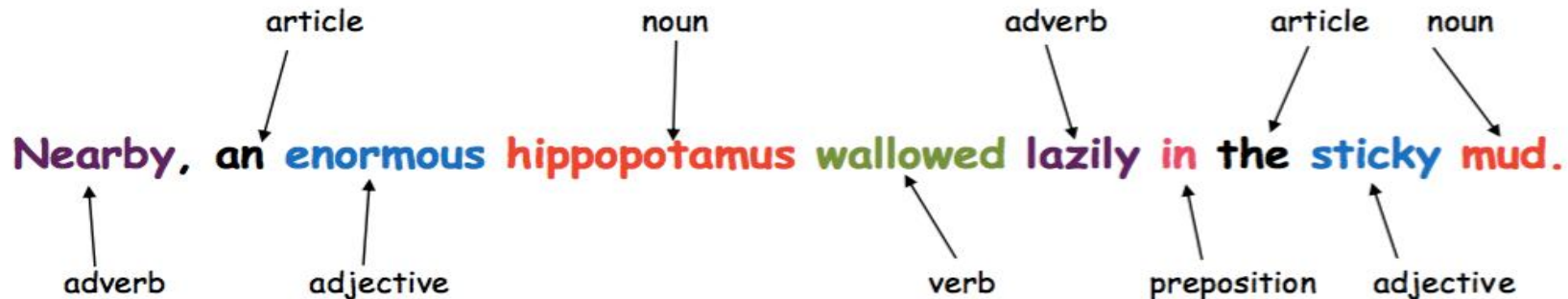
**ADVERBS** - adverbs modify the verb. This means that they give the reader a more precise idea of how, where or when the verb is happening.

**CONJUNCTIONS** - conjunctions are connectives which form a *junction* between clauses in a sentence.

**CONNECTIVES** - connectives connect! They help the reader keep track of the passage of time; the sequence of events; the order in which events happen and the cause and consequences of actions and events in stories and non-fiction.

**PREPOSITIONS** - show whether the noun is on, in, over, under, at, with, by or going to. Prepositions often indicate time, position or direction. They show the relationship between a noun and another word or phrase in the sentence.

**ARTICLES**—*A, an* and *the* are articles. *A* is the indefinite article; *the* is the definite article.



# Helping with SPaG

## NOUNS



All the names of people, places, objects and emotions are nouns



### COMMON NOUNS.

These are the names of things which do not have a special name of their own like you do. Good writers choose precise nouns.

Creatures	History	Geography	Science	Fiction
leopards	pyramid	island	matter	ogre
crocodile	sarcophagus	volcano	condensation	adventure
iguana	pharaoh	mountain	ice	villains
eagle	long-boat	valley	liquid	goblins
dolphin	invader	glacier	friction	hovel
chimpanzee	helmet	waterfall	vertebrae	mansion
macaw	shield	ox-bow	circulation	tiara
wombat	sword	continent	habitat	spinning-wheel
beetle	castle	ocean	nutrition	rocket



**PRONOUNS** - these are stand-ins! They take the place of nouns so that the writer does not have to use the noun over and over again. Good writers know just when to refer to the noun and when to replace it with a pronoun so that the reader can keep track of each noun in the text.

Mr Brown was a strict teacher. He would not tolerate any bad behaviour in his classroom. Miss. Honey was much kinder. She did not have any naughty children in her classroom. Mr Brown and Miss Honey did not like each other.

First Person	Second person	Third Person
Talk about yourself	Talk to someone	Talk about someone
I, me, my, mine, we, us, our, ours, ourselves	you, your, yours, yourself, yourselves	she, her, he, his, him, they, them, their, theirs, it, its

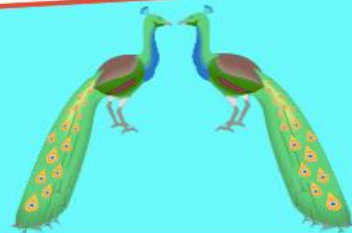
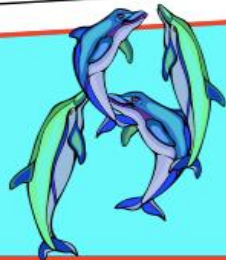
# Helping with SPaG



## NOUNS

**COLLECTIVE NOUNS** - these are the group names of a collection of nouns. Many collective nouns reflect the characteristics of the group they represent, e.g. a gaggle of geese. Although there are some collective nouns which are accepted as the correct ones, good writers can make up their own to achieve some humour, e.g. a buzzing of bees; a strictness of teachers. Collect and learn the correct ones - but have some fun with ones of your own, too! Look on the internet for lots of lists of collective nouns.

An army of ants	A paddling of ducks	A skulk of foxes	A pride of lions
A blessing of unicorns	A mob of kangaroos	A parliament of owls	A sleuth of bears
A murder of ravens	A muster of peacocks	A brood of chickens	A pack of dogs
A tribe of monkeys	A scurry of squirrels	A school of whales	A crowd of people
A pod of dolphins	A shoal of fish	A glint of goldfish	A leap of leopards



### ABSTRACT NOUNS:

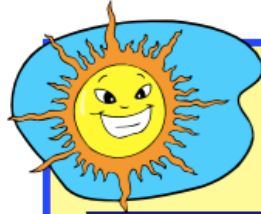
Abstract nouns are the names of emotions, sensations or characteristics. You might write about a character who is very brave and say that he showed great courage. Hansel and Gretel felt hunger when they were in the forest. Here are some abstract nouns that you could use when writing about characters and settings.

Emotions	Qualities	Events	States
misery	courage	progress	peace
grief	humour	education	commotion
delight	honesty	leisure	success
elation	wisdom	trouble	failure
joy	integrity	adventure	relaxation
fear	kindness	chaos	boredom
anxiety	cruelty	laughter	energy
envy	friendship	opportunity	comfort
love	loyalty	weather	life





# Helping with SPaG



## ADJECTIVES

Adjectives modify nouns. They describe appearance, size, mood, temperature ....

Adjectives can describe one noun or compare two or more nouns.

The weather can be *cold*. (one noun—weather)

England is *colder* than Egypt. (two nouns—England and Egypt)

The Antarctic is the *coldest* place on Earth. (one noun but comparing the Antarctic to all the other places on Earth).



cold	colder	coldest	ill	more ill	most ill
hot	hotter	hottest	sick	sicker	sickest
warm	warmer	warmest	dull	duller	dullest
good	better	best	tired	more tired	most tired
great	greater	greatest	juicy	juicier	juiciest
bad	worse	worst	steep	steeper	steepest
fair	fairer	fairest	naughty	naughtier	naughtiest
heavy	heavier	heaviest	ugly	uglier	ugliest
bright	brighter	brightest	large	larger	largest
happy	happier	happiest	green	greener	greenest

## Scales of intensity

Good writers choose adjectives that show just how cold or sad or happy or cross the noun might be. Different adjectives can mean the same thing but to a lesser or greater intensity.

Some synonyms for common adjectives:



chilly	cool	cold	frosty	icy
tepid	warm	hot	blazing	fiery
cross	irritating	annoying	angry	furious
happy	cheerful	delighted	joyous	ecstatic
sad	gloomy	sorrowful	unhappy	miserable
big	large	huge	enormous	gigantic
bad	unpleasant	nasty	wicked	evil
sleepy	tired	weary	exhausted	worn-out
small	little	tiny	minute	miniscule
pretty	bonny	fair	beautiful	exquisite

Don't use too many. The **big**, **enormous**, **blue** whale burst through the surface of the **stormy**, **rough** sea.

The ~~big~~, ~~enormous~~ ~~blue~~ whale burst through the surface of the ~~stormy~~ ~~rough~~ sea.

# Helping with SPaG

## VERBS

Verbs show the reader what the subject of the sentence is doing.

Verbs - Good writers choose powerful verbs that describe the action precisely. Verbs are also useful to convey mood and character. A reader can understand a character who slams the door, or weeps quietly, or stamps their feet more clearly because the writer has used powerful verbs. These verbs are all in the past tense. Remember to use the correct tense for the text-type.

Speech verbs	Movement verbs			Others
whinged	squirreled	wriggled	hurtled	considered
pinched	rummaged	tickled	rocketed	purchased
wheedled	fossicked	bounded	handled	quarrelled
pestered	blundered	leaped	chucked	clowned
bragged	tumbled	sniggered	budged	chuckled
blurted	battered	bounced	battled	wept
exclaimed	scurried	pocketed	dangled	snorted
stammered	hastened	plucked	mowed	rejoiced
spluttered	pelted	pinched	burrowed	flustered
haggled	whizzed	surfaced	cornered	floundered
snapped	bit	woke	fought	bled



Modal verbs - these are verbs that give extra emphasis to the verb.

The modal verbs in English are: *can, could, may, might, will, would, must, shall, should and ought to*. Look at how they affect the extract below.

The Fairy Godmother told Cinderella that she *could* go to the ball. "You *can* go," she said. "I *may* be able to turn the pumpkin into a coach so you *might* get to the ball on time."

"I *will* look beautiful," said Cinderella as she decided she *would* wear the glass slippers. "I *shall* wear a diamond tiara as well, which *should* look lovely." She also decided that she *ought to* take a cloak in case it became cold.



The modal verbs in this text give extra emphasis or degree to the verbs.

- I *may* be able to .... Is less certain that I *will* be able to ....
- I *may* go to the ball is less certain than I *must* go to the ball.
- I *will* look beautiful is more certain than I *might* look beautiful.
- I *will* is more determined than I *ought to*.
- I *should* is less certain than I *shall*.
- I *can* is more definite than I *could*.
- I *will* is more definite than I *would*.

Good writers can create different shades of emphasis by choosing the right modal verb. If you want to create certainty, uncertainty or speculation, use the right modal verb.

# Helping with SPaG

## ADVERBS

Adverbs modify verbs. They tell the reader how, when, where or how often the verb takes place.

**HOW** adverbs are adverbs of manner because they show the reader the manner in which the verb was done. Where the adverb is placed affects the meaning of the sentence:

He *quickly* decided to hide before the wolf caught up with him.

He decided to hide *quickly* before the wolf caught up with him.

Adverbs of **WHERE** tell the reader the place the verb happened.

Suddenly a storm arose out of *nowhere*.

Adverbs of **TIME** (when) tell the reader when the verb took place.

*Finally*, the clock struck midnight and all the ghosts could go out to play.

Adverbs of **FREQUENCY** show how often the verb took place.

It rains *frequently* in Britain,

*He walked.*

How?

*He walked slowly.*

Where?

*He walked slowly upstairs.*

How often?

*He walked slowly upstairs every night.*







HOW	WHERE	WHEN	HOW OFTEN
hysterically	towards	eventually	rarely
longingly	elsewhere	before dawn	frequently
surreptitiously	nearby	at midnight	often
with respect	about	by noon	sometimes
with feeling	around	soon	monthly
adoringly	backwards	forever	annually
persuasively	forwards	tomorrow	daily
graciously	over	by Christmas	once in a blue moon
softly	underneath	this afternoon	
aggressively	besides	finally	weekly
lovingly	next to	firstly	fortnightly
shakily	within	secondly	hourly
without fear	above	next	every day
roughly	beneath	minutes later	all the time



# Helping with SPaG

## ADVERBS

Adverbs and adverbial phrases can be placed at the beginning, within and at the end of sentences. Changing the position of the adverb can sometimes change the meaning of the sentence.

How	<p>The male lion, yawning <u>sleepily</u>, stretched out in the dappled shade.</p> <p>Yawning <u>sleepily</u>, the male lion stretched out in the dappled shade.</p> <p>The male lion stretched out in the dappled shade and yawned <u>sleepily</u>.</p>	
When	<p><u>Just before</u> sunrise, the birds begin their dawn chorus.</p> <p>The birds, <u>just before</u> sunrise, begin their dawn chorus.</p> <p>The birds begin their dawn chorus <u>just before</u> sunrise.</p>	
Where	<p><u>Behind</u> the cottage stood a little holly tree bearing golden berries.</p> <p>A little holly tree, bearing golden berries, stood <u>behind</u> the cottage.</p> <p>Standing <u>behind</u> the cottage was a little holly tree bearing golden berries.</p>	
How often	<p><u>Every winter</u>, hedgehogs find a warm, dry place to hibernate.</p> <p>Hedgehogs find a warm dry place to hibernate <u>every winter</u>.</p> <p>Hedgehogs, <u>every winter</u>, find a warm, dry place to hibernate.</p>	



# Helping with SPaG

## PREPOSITIONS

A **preposition** is a word such as *at, over, by* or *with*.

Prepositions often indicate:

Time: (*at midnight, during the film, on Friday*),

Position: (*at the station, in a field*)

Direction: (*to the station, over a fence*).

TIME	POSITION	DIRECTION
at lunchtime	in front	to the shops
during the holidays	over there	into the woods
at 3 o'clock	by the door	over the hill
in summer	at the beach	towards the moon
on holiday	over here	through the forest
by teatime	by the wall	up the mountain
at sunset	under the floor	down the road
on Sundays	outside	beyond the lake
during the night	between	up in the clouds
by evening	beneath the sea	across the road

Prepositions are usually followed by a noun phrase.

Good writers place the prepositional phrases in different parts of sentences to create variety and clarify meaning.

Cinderella had to leave the ball by midnight.

Cinderella knew that by midnight she had to leave the ball.

By midnight, Cinderella had left the ball.

The train is due to arrive at four o'clock.

At four o'clock, the train is due to arrive.

The three trolls crept through the forest.

Through the forest, the three trolls crept.

We will be home by Wednesday.

By Wednesday, we will be home.

Make up some sentences with these phrases. Mix and match, rearrange the order to create complex sentences. Which work? Which don't?



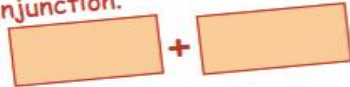
Subject	Action	Prepositional phrase
The man	flew away	in flowery pyjamas
The dog	sang songs	over the road
The alien	ate porridge	at the back
The boy	spoke French	in the dress
The ogre	danced the waltz	from Mars
The teacher	fell asleep	in the pond
The shark	snored loudly	under the bedclothes
The elephant	blew bubbles	through the night

# Helping with SPaG

## CONJUNCTIONS

A conjunction is a connective which joins clauses within a sentence.

A conjunction which joins two equal clauses is called a co-ordinating conjunction.



These are the co-ordinating conjunctions.

for	and	nor	but	or	yet	so
-----	-----	-----	-----	----	-----	----

- Jim does not go to school **for** he is only three.
- I ordered a pizza **and** my friend had fish and chips.
- Jill did not like cooking **nor** was she very good at it.
- A frog lays its eggs in water **but** it can live on land.
- You can behave **or** you can go to your room.
- I love fast cars **yet** I can not drive.
- Billy was afraid of the dark **so** he slept with the light on.

### Top Tip

- If a sentence starts with a subordinate clause, there is a comma before the main clause. (Just like in this one!)↑
- If the subordinate clause is in the middle of the sentence, it has a comma before and after the clause. *The boy, who loved to write, was very good at punctuation.*
- If the subordinate clause is at the end of the sentence it does not necessarily have a comma before it. *I decided not to wear the horrible jumper that my nan had given me for my birthday.*

A conjunction which starts a subordinate clause is called a subordinating conjunction.

These are subordinating conjunctions

after	although	as	as if
as long as	as though	because	before
if	in case	once	since
than	that	though	till
until	unless	when	whenever
where	wherever	whereas	while

Sentences starting with subordinating clauses.

- **After** the dinosaurs had died out, mammals began to thrive.
- **Although** he was only three, James could read and write.
- **As if** by magic, the rabbit disappeared from view.
- **Since** you have been so good, you may have an ice-cream.
- **Whilst** I agree with you, I don't like the way you have spoken.

Sentences ending with subordinating clauses.

- I like to go for a walk **whenever** it is snowing.
- John took his umbrella **in case** it started to rain.
- The giant liked to snooze **once** he had eaten his dinner.
- The chef whipped the cream **until** it was thick and stiff.
- My brother likes football **whereas** I don't.

These are all complex sentences as they contain both a main and a subordinate clause.

# Helping with SPaG



## CONNECTIVES

Connectives connect ideas and information between sentences and paragraphs.

Connectives help the reader keep track of time, ideas, people, information and themes in texts by linking to what has gone before, what might be happening at the same time and what might happen next. Connectives can be words or phrases.

Connectives can:

Add	Oppose	Reinforce	Explain	List
also, furthermore moreover, <u>in addition</u>	however, never the less, on the other hand, but, instead, in contrast, looking at it another way	besides, anyway, after all	for example in other words	first of all secondly
Conclude	Condition	Link to what happens next	Link to what happened before	Link to what is happening at the same time
<u>therefore</u> , <u>consequently</u> as a result, thanks to this, as a consequence, because of this, therefore, so	if, unless, only if, whether or not, even if. in case	just then, next, in due course, in the end, after that, later, finally, eventually	at first, <u>before</u> , in the beginning, until then, up to that time, <u>previously</u> , <u>since</u>	<u>in the mean time</u> , simultaneously, concurrently, meanwhile, while, <u>whilst</u>

A second classroom window has been broken. Consequently, football will not be allowed in the playground until further notice. Therefore, anyone caught playing with a ball will be punished. We hope to resume games on the playground when certain safety measures have been put in place. In the mean time, Mr Beckham will be supervising games on the playing field. In addition, there will be an extra session of football club on Tuesdays. We hope that you will be patient whilst the new measures are put in place., unlike previously, when certain individuals chose to continue as before!



# Helping with SPaG

## Super Sentences

Good writers vary the lengths and types of sentences they use to create interesting and lively texts.

Types of sentence:

**Simple sentences:** These are short, contain one clause, and tell the reader just one thing. They can be used to create suspense or stop the flow of the text.

- *The floorboards creaked.*
- *Mr Potts was a scruffy man.*
- *But all was not as it seemed.*



**Compound sentences:** These are sentences that contain two clauses joined by a conjunction.

- *The sea was rough **and** the boat bobbed up and down.*
- *The boat bobbed up and down **because** the sea was rough.*
- *She ran all the way home **so** she would not be late for tea.*
- *Freddy rowed the boat **whilst** Henry raised the sails.*
- *Henry raised the sails **whilst** Freddy rowed the boat.*

**Complex sentences:** These sentences contain one main clause and one or more subordinate clauses.

Complex sentences can be made by adding a subordinate clause to a main clause.

**Main clause** - is self-contained and makes sense on its own.

**Subordinate clause** - adds detail or information to the main clause but does not make sense on its own.

You can:

start with a subordinate clause:

- *In the heart of the forest, **a little gnome was perched on a tree trunk.***

end with a subordinate clause:

- ***A little gnome was perched on a tree trunk** in the heart of the forest.*
- ***Perched on a tree trunk**, in the heart of the forest, **was a little gnome.***
- ***A little gnome**, perched on a tree trunk, **was in the heart of the forest.***

Some further examples:

- ***A butterfly**, an insect, **is a beautiful creature.***
- ***Charles**, who was not the brightest boy in the world, **thought that spaghetti grew on trees.***
- *Having run out of Wensleydale cheese, **Wallace decided to build a rocket and fly to the moon.***
- *Raising his eyes, **Grommit set about helping him to build it.***



# Helping with SPaG

## Super Sentences

Complex sentences can be written by using subordinating phrases:

### Adverbs and adverbial phrases:

Suddenly, **the wind blew and the clouds burst.**

Laughing hysterically, **the children watched the clown's antics.**

**The swimmer,** standing nervously, **prepared to dive into the pool.**

**The footballer** kicked the ball very powerfully.



### Prepositions and prepositional phrases.

During the war, **food was rationed and luxuries were scarce.**

The girl, **at** the back of the class, **was sent out for being naughty.**

**Whales are dolphins** are mammals that live **in** the ocean.

**The naughty children were hiding** **behind** the door

### Conjunctions:

It was snowing. Billy went swimming. He was eaten by a crocodile.

Although it was snowing, Billy went for a swim and was eaten by a crocodile.

Whilst swimming in the snow, Billy was eaten by a crocodile.

Despite the fact that it was snowing, Billy, who went for a swim, was eaten by a crocodile.

'*Edingly*' phrases: Words ending in ed, (verbs) ing (verbs) or ly (adverbs)  
Exhausted by all the effort, Theseus followed the string back to the cave entrance.

Suddenly without warning, the wolf jumped up and howled at the moon.

Singing at the top of his voice, Pavarotti mesmerised the audience.

### Mix and Match

Choose a main clause and a subordinate clause from each column and make up some sentences from them. Swap them around, place them in different parts of the sentence and think about how this affects the meaning or impact.

Main Clause	Subordinating clause
<b>we made jelly and custard</b>	in the deep mid-winter
<b>octopi have eight tentacles</b>	looking just like Father Christmas
<b>the nights are short and dark</b>	once upon a time
<b>vegetables are good for you</b>	for our birthday party
<b>there lived an old, wicked witch</b>	before I change my mind
<b>the sun shone in the sky</b>	before the shops close
<b>Uncle Max was a hairy man</b>	with which to ensnare their prey
<b>we need to go shopping</b>	such as cabbage and carrots
<b>go</b>	looking like an egg yolk on a blue plate
<b>dragons are mythical creatures</b>	once thought to inhabit the Earth



# Helping with SPaG

## Active and Passive Voice

A sentence using the **active voice** is one where the subject\* does the action (verb) and the object\* has the action done to it.

A sentence using the **passive voice** is one where the subject has the action (verb) done to it.

- See glossary

Good writers use the active and passive voices to achieve certain effects.

The active voice emphasises the actions of the subject of the sentence.

e.g. *The dog bit the boy* - this sentence focuses upon what the dog did.

*The boy was bitten by the dog* - this sentence focuses upon what happened to the boy.



When you are writing, experiment with changing the voice and thinking about which is more effective.

The passive voice can be used to create mystery and uncertainty.

*Pirate Jim opened the treasure chest and stole the treasure.*

This sentence isn't very mysterious - we know who has done the deed!

*The treasure chest was open and the treasure had gone.*

This sentence is much more exciting because we don't know who the culprit is!



The passive voice is also used to write up science activities and experiments.

We don't write:

In our science lesson, Emily took the bean seed and put it in the pot of soil. Mrs Pickles watered the pot.

We write:

A bean seed was planted in a pot of soil which was then watered.

Some active and passive sentences:

**Active:** The river burst its banks and flooded the land. (This makes the river seem more powerful).

**Passive:** The land was flooded by the river when it burst the banks. (The river seems less powerful)

**Active:** The burglar broke the window and entered the house. (Don't tell the reader everything!)

**Passive:** The window was broken and the house was entered. (This is more mysterious)

**Active:** The ghost floated down the stairs and frightened the children. (This makes the ghost seem in control)

**Passive:** The children were frightened by the ghost floating down the stairs.

**Active:** The lightning flashed, the thunder clapped and the wind rose up and threw rain at the land. (This is all active and would not work in the passive voice.)





# Helping with SPaG

## PUNCTUATION

Full stop	●	A full stop is put at the end of a sentence that is not a question or an exclamation,
Capital letter	A B C	Sentences and proper nouns, such as Britain, begin with a capital letter
Comma	,	A comma is used to separate items in a list. <i>The picnic basket contained sandwiches, crisps, pork pies, strawberries and cream.</i> (There is no comma before the last item in the list in this example.) It is also used to demarcate clauses within sentences. <i>The strawberries, which had been picked that morning, were fresh and juicy.</i>
Apostrophe	'	An apostrophe replaces the missing letter/s in a shortened word. can not = can't would have = would've do not don't could not = couldn't  Apostrophes also show possession. If <u>one</u> noun possesses something the apostrophe goes before the s. A boy's bicycle. A cow's tail. A group's lead singer. The teacher's desk. The witch's broom. If <u>two or more</u> nouns possess something, the apostrophe goes after the s. The boys' bicycles. The cows' tails. The groups' lead singers. The teachers' desks. The witches' brooms. There are some exceptions. men's; children's; women's.
Speech Marks	“ ”	These are inverted commas that go before the first word spoken and after the punctuation at the end of the spoken words. <i>"Where are you going?" asked the little old man.</i> Sometimes the spoken words are split, with the speaker's identity in the middle of the spoken words. <i>"I'm off to market," said Jack, "to sell my cow."</i> Sometimes the speaker's identity is at the start of the sentence. <i>The old man asked Jack, "Would you swap your cow for a handful of magic beans?"</i> Sometimes the speaker's identity is at the end of the sentence. <i>"I really don't think I should," answered Jack.</i> Note the places where punctuation is placed in these different sentences. Remember to start a new line each time a different person speaks.
Question Mark	?	These go at the end of a sentence that asks a question, <i>How old are you?</i> Even those that are not expected to be answered. (rhetorical questions). <i>Oh, isn't it a lovely day?</i>

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Apostrophe	'	An apostrophe replaces the missing letter/s in a shortened word. can not = can't would have = would've do not don't could not = couldn't  Apostrophes also show possession. If <u>one</u> noun possesses something the apostrophe goes before the s. A boy's bicycle. A cow's tail. A group's lead singer. The teacher's desk. The witch's broom. If <u>two or more</u> nouns possess something, the apostrophe goes after the s. The boys' bicycles. The cows' tails. The groups' lead singers. The teachers' desks. The witches' brooms. There are some exceptions. men's; children's; women's.
Speech Marks	“ ”	These are inverted commas that go before the first word spoken and after the punctuation at the end of the spoken words. <i>"Where are you going?" asked the little old man.</i> Sometimes the spoken words are split, with the speaker's identity in the middle of the spoken words. <i>"I'm off to market," said Jack, "to sell my cow."</i> Sometimes the speaker's identity is at the start of the sentence. <i>The old man asked Jack, "Would you swap your cow for a handful of magic beans?"</i> Sometimes the speaker's identity is at the end of the sentence. <i>"I really don't think I should," answered Jack.</i> Note the places where punctuation is placed in these different sentences. Remember to start a new line each time a different person speaks.
Question Mark	?	These go at the end of a sentence that asks a question, <i>How old are you?</i> Even those that are not expected to be answered. (rhetorical questions). <i>Oh, isn't it a lovely day?</i>

# Helping with SPaG

## PUNCTUATION

Exclamation Mark	!	Exclamation marks are used to show excitement and drama. They show anger, joy, fear or strong feelings. Don't use them too often or your reader might get tired of all the excitement!
Ellipsis	...	An ellipsis is series of three dots in place of some missing, unwritten words that the reader might guess for themselves. They may be used to build suspense or make the reader wonder what is going to happen next. They can also be used to show a trailing off of action or thoughts. <i>Harry became sleepier and sleepier. His head fell forward, his eyes closed ...</i> <i>Slowly, creeping around the corner, there came a mysterious shadow...</i> Ellipses are also used when writers are quoting other people's words but might wish to miss some of them out. The ellipsis goes in place of the omitted words.
Semi-colon	;	A semi-colon can be used to separate two main clauses in a sentence. The two clauses could be written as two sentences but if they are closely related, the writer may use a semi-colon. I liked the book. It was a pleasure to read. I liked the book; it was a pleasure to read. As spring approaches the birds begin to nest. They cannot help themselves. As spring approaches the birds begin to nest; they cannot help themselves. Semi-colons may also be used to separate a list of phrases: <i>I need large, juicy tomatoes; half a pound of unsalted butter; a kilo of fresh pasta, preferably tagliatelle; and a jar of black olives.</i>
Colon	:	A colon is a punctuation mark used to introduce a list or a following example. Ingredients: 1 kg of strong flour 1 sachet of powdered yeast 100mls of warm water 1 teaspoon of sugar  There are several climatic regions of Earth: deserts, rainforests; polar regions etc.
Hyphen	-	A hyphen is used in: compound adjectives: foul-smelling, well-known, once-in-a life-time, ten-year-old It is also used with words that begin with co: co-operate, non: non-existent If a word is too long to fit at the end of a line, a hyphen is used to divide a word at the end of the line. Some compound words that have a small word at the end.: break-in, write-off, mix-up, passer-by
Brackets	( )	Brackets (also known as parenthesis) are used to insert extra information, detail or an aside into text. Jamaica (population 2.7 million) is an island in the Caribbean. Bilbo Baggins (not known for his bravery) lead a quiet life in a Hobbit hole in Middle Earth.



# Helping with SPaG

## GLOSSARY

<b>Adjective</b>	An adjective is a word that describes something or someone. <i>a blue sky The sky is blue.</i>
<b>Adverb</b>	Adverbs give extra meaning to a verb, an adjective or another adverb. <i>Write neatly.</i>
<b>Apostrophe '</b>	An apostrophe is a punctuation mark used to indicate missing letters or possession. <i>Can't A dog's collar.</i>
<b>Article</b>	A, an and the are articles. <i>A</i> , or <i>an</i> before a vowel, is the indefinite article. Indefinite means the writer is referring to no particular object, e.g. a cat; a dog; a person. <i>The</i> is the definite article. The writer is referring to a particular object; the cat; the dog the person.
<b>Auxiliary verb</b>	These are verbs used together with other verbs. <i>We <u>are</u> going. Lucy <u>has</u> arrived.</i>
<b>Clause</b>	A clause is a group of words that expresses an event ( <i>she drank some water</i> ) or a situation ( <i>she was thirsty/she wanted a drink</i> ). It usually contains a subject ( <i>she</i> in the examples) and verb ( <i>drank/was/wanted</i> ).
<b>Colon :</b>	A colon is a punctuation mark used to introduce a list or a following example. It may also be used before a second clause that expands or illustrates the first: <i>He was very cold: the temperature was below zero.</i>
<b>Comma ,</b>	A comma is a punctuation mark used to help the reader by separating parts of a sentence. Such as items in a list or a clause. <i>Suzie, who was shopping, bought cheese, potatoes, eggs, jam and bread.</i>
<b>Conditional</b>	A conditional sentence is one in which one thing depends upon another. Conditional sentences often contain the <b>conjunction</b> <i>if</i> : <i>I'll help you if I can. If the weather's bad, we might not go out.</i>
<b>Conjunction</b>	A word used to link <b>clauses</b> within a sentence. For example, in the following sentences, <i>but</i> and <i>if</i> are conjunctions: <i>It was raining <u>but</u> it wasn't cold. We won't go out <u>if</u> the weather's bad.</i>
<b>Connective</b>	A connective is a word or phrase that links clauses or sentences. Connectives can be <b>conjunctions</b> (eg <i>but, when, because</i> ) or connecting adverbs (eg <i>however, then, therefore</i> ).
<b>Dash —</b>	A dash is a punctuation mark used especially in informal writing (such as letters to friends, postcards or notes). <i>It was a great day out — everybody enjoyed it.</i>
<b>Determiner</b>	Determiners include many of the most frequent English words, eg <i>the, a, my, this</i> . Determiners are used with nouns ( <i>this <u>book</u>, my best <u>friend</u>, a new <u>car</u></i> )

# Helping with SPaG

## GLOSSARY

Direct speech and indirect speech	Direct speech is when we write the actual words someone has spoken and place them between speech marks. Indirect speech is when we report what someone has said but not in their own words and we do not use speech marks.
Ellipsis ...	Ellipsis is the omission of words in order to avoid repetition. For example: <i>I don't think it will rain but it might.</i> (= it might rain) 'Where were you born?' 'Bradford.' (= I was born in Bradford) An ellipsis is also the term used for three dots (...) which show that something has been omitted or is incomplete.
Exclamation !	An exclamation is an utterance expressing emotion (joy, wonder, anger, surprise, etc) and is usually followed in writing by an exclamation mark (!). Exclamations can be interjections: <i>Oh dear! Good grief! Ow!</i>
Hyphen -	A hyphen is a dash that is used in compound nouns, <i>golf-ball; mix-up</i> , compound adjectives, <i>well-known</i> ; words beginning with <i>co</i> , <i>non</i> and <i>ex</i> , <i>co-operate; non-existent; ex-pupil</i> .
Modal verb	The modal verbs are: <i>can/could will/would shall/should may/might must/ought</i> These give different emphases to the verb.
Noun	A noun is a word that denotes somebody or something. In the sentence <i>My younger sister won some money in a competition</i> , 'sister', 'money' and 'competition' are nouns.
Collective noun	A collective noun is a word that refers to a group. For example, <i>crowd, flock, team</i> .
Proper noun	Proper nouns are the names of people, places, organisations, etc. These normally begin with a capital letter: <i>Amanda, Birmingham, Microsoft, Islam, November</i> .
Person	In grammar, a distinction is made between first, second and third person. One uses the first person when referring to oneself ( <i>I/we</i> ); the second person when referring to one's listener or reader ( <i>you</i> ); and the third person when referring to somebody or something else ( <i>he/she/it/they/my friend/the books</i> etc).
Phrase	A phrase is a group of words that act as one unit. So <i>dog</i> is a word, but <i>the dog, a big dog</i> or <i>that dog over there</i> are all phrases.
Preposition	A preposition is a word like <i>at, over, by</i> and <i>with</i> . It shows the relationship of a noun with another word in the sentence. <i>The bird is in the tree. (bird in tree). The sea side is over the next hill. (seaside over hill)</i>

# Helping with SPaG

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# Helping with SPaG

## GLOSSARY

<b>Pronoun</b>	A pronoun 'stands in' for a noun so that the noun is not repeated over and over. e.g. <i>he, she, it, who, someone</i>
<b>Question mark ?</b>	A question mark is used at the end of an interrogative <b>sentence</b> (eg <i>Who was that?</i> ) or one whose function is a question (eg <i>You're leaving already?</i> )
<b>Relative clause</b>	A relative clause is one that defines or gives information about somebody or something. Relative clauses typically begin with relative pronouns ( <i>who/whom/whose/which/that</i> ): <i>The boy, who had been playing football, was covered from head-to-toe in mud.</i>
<b>Semi-colon :</b>	A semi-colon can be used to separate two main <b>clauses</b> in a sentence: <i>I liked the book; it was a pleasure to read.</i> Semi-colons can also be used to separate items in a list if these items consist of longer phrases. For example: <i>I need large, juicy tomatoes; half a pound of unsalted butter; a kilo of fresh pasta, preferably tagliatelle; and a jar of black olives.</i>
<b>Sentence</b>	A sentence is a set of words that is complete and makes sense on its own. A simple sentence contains one clause. <i>I am hungry.</i> A compound sentence contains two clauses joined by a conjunction. <i>I am hungry because I haven't eaten today.</i> A complex sentence contains a main clause and one or more subordinate clauses. <i>Because I haven't eaten today, I am hungry.</i>
<b>Singular and plural</b>	Nouns can be singular—one thing or plural—more than one thing. dog (singular) dogs (plural). baby/babies; witch/witches; roof/rooves; child/children;
<b>Subject and Object</b>	In a sentence, the subject is the person or thing that the sentence is about. <i>The dog is called Rover.</i> The subject is the dog. In a sentence where there is a subject and an object, the subject usually does the action and the object has the action done to it. <i>The dog (subject) ate the bone (object).</i>
<b>Subordinate clause</b>	A subordinate clause is a set of words that adds detail or information to a main clause but does not make sense on its own. Penguins, <u><i>which are flightless birds,</i></u> are very skilful swimmers.
<b>Tense</b>	A tense is a verb form that most often indicates time. English verbs have two basic tenses, present and past, and each of these can be simple or continuous. For example: Simple: I play/I played; Continuous: I am playing/I was playing. The future tense is achieved by adding will: <i>I will play, I will be playing,</i> or is; <i>He is going to play.</i>
<b>Verb</b>	A verb is a word that expresses an action, a happening, a process or a state. It can be thought of as a 'doing' or 'being' word. In the sentence <i>Mark is tired and wants to go to bed,</i> 'is', 'wants' and 'go' are verbs. Sometimes two or more words make up a verb phrase, such as <i>are going, didn't want, has been waiting.</i>

# Supporting your child with spelling

The children should have a set of spellings to learn every week.

They are taken from our Rising Stars spelling scheme which incorporates the national curriculum word lists and are the spellings/patterns they need to know.

# Supporting your child with spelling

- **Word families** - showing how words are related in form and meaning - e.g. solve, solution, dissolve, insoluble
- **Prefixes**- formation of nouns using prefixes (super-, anti-, auto-)
- Using the forms of *a* or *an* according to whether the next word begins with a **consonant** or **vowel**.
- **Suffixes** (-ing, -er, -ous, -tion, -ssion, -sion, -cian



# Supporting your child with spelling

Mnemonics - this is when you make up a phrase that will help your child to remember the letters in a word

SAID - strawberries and ice-cream, delicious

BECAUSE - big elephants can't always use small exits.

# New Curriculum Spelling List Years 5 and 6



accommodate	communicate	equip	immediately	physical	sincerely
accompany	community	equipped	individual	prejudice	soldier
according	competition	equipment	interfere	privilege	stomach
achieve	conscience	especially	interrupt	profession	sufficient
aggressive	conscious	exaggerate	language	programme	suggest
amateur	controversy	excellent	leisure	pronunciation	symbol
ancient	convenience	existence	lightning	queue	system
apparent	correspond	explanation	marvellous	recognise	temperature
appreciate	criticise	familiar	mischievous	recommend	thorough
attached	curiosity	foreign	muscle	relevant	twelfth
available	definite	forty	necessary	restaurant	variety
average	desperate	frequently	neighbour	rhyme	vegetable
awkward	determined	government	nuisance	rhythm	vehicle
bargain	develop	guarantee	occupy	sacrifice	yacht
bruise	dictionary	harass	occur	secretary	
category	disastrous	hindrance	opportunity	shoulder	
cemetery	embarrass	identity	parliament	signature	
committee	environment	immediate	persuade	sincere	

# Things to help you and your child with writing

Getting a dictionary - helping them to find spellings and being confident with the alphabet.

Getting a thesaurus - to help them to find more interesting words to use in their writing.



# Books to help

- Oxford Primary Grammar, Punctuation and Spelling Dictionary
- Barrington Stoke School Spelling Dictionary



# Website for help

- [www.oxforddictionaries.com/schools](http://www.oxforddictionaries.com/schools)
- [www.theschoolrun.com/primary-literacy-glossary-for-parents](http://www.theschoolrun.com/primary-literacy-glossary-for-parents)
- [National Curriculum - spelling](#)
- [National Curriculum - Vocab, grammar and punctuation](#)

Most importantly,  
have fun writing  
with your  
child and please  
support them with their  
homework!

