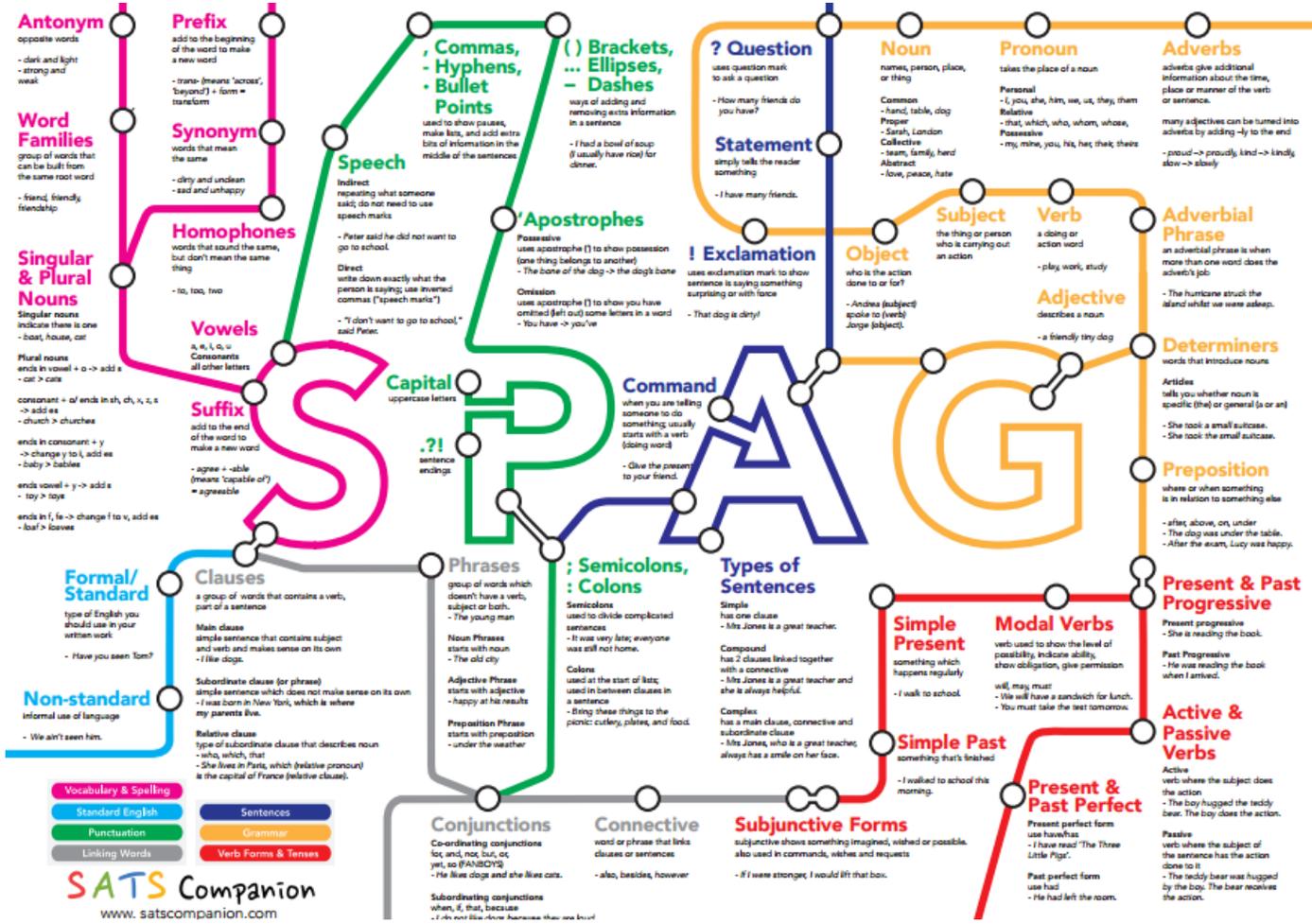


SPaG Help Booklet



A helpful little booklet to remind you of the SPaG terminology for SATS

Name:.....

SPaG Revision Booklet Contents

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Part 1 – Grammatical terms / word classes

- Nouns

- **Abstract nouns** are ideas or concepts, e.g. sadness, hatred, boredom
- **Proper nouns** are particular places, things and people, e.g. Sevenoaks, January, Easter, Monday
- **Common nouns** are just ordinary things, e.g. dog, city, month, boy,

- Verbs

- Are often called 'doing words' they describe an action

- Adjectives

- Gives description about a noun

The ground spices
 ↑ ↑
adjective noun

- Conjunctions

- Are used to express time, place or cause and link two clauses together (when, before, after, while, because, so, therefore, since, although, ...)

- Pronouns

- Takes the place of a noun in a sentence and avoids repetition.

For example, Sarah ran for the bus as she didn't want to miss it.

(she, he, they, we, this, me, ...)

- Possessive pronouns

- Show that something belongs to someone.

For example, This essay is mine.

(mine, hers, his, yours, theirs, ...)

- Relative pronouns

- Are used to introduce relative clauses

For example, The boy, **who** was nine years old, ate four bars of chocolate for pudding.

(who, whom, whose, which, that)

- Adverbs

- Are used to give extra information about adjectives, verbs and clauses. They can express time, place and cause.

For example,

The film was **very** exciting. (extra information about the adjective exciting)

Sammy ran **quickly** for the bus. (extra information about the verb ran)

Unfortunately, the class got soaked on their school trip. (extra information about the clause)

(then, next, soon, quickly, happily, sneakily, really, exceptionally, ...)

- Adverbials

- Used like adverbs but are longer than one word.

For example, The bus leaves **in five minutes** (extra information about the verb leave)

- Prepositions

- Often describe locations and positions but can also describe relations of time.

For example,

The bull's head got stuck **between** the bars of the gate.

I haven't seen my cat **since** yesterday.

(across, beyond, under, on top of, inside, during, after, in, ...)

- Compound sentence → Has two or more main clauses which are conjoined using a co-ordinating conjunction

For example, The was rain so we decided not to play outside.

- Complex sentence → Has two or more clauses which includes a main clauses and subordinate clause.

For example, The children were unable to beat their high score on boggle even though they tried their best.

- Clauses

- a group of words including a verb which make up part of a sentence.

For example, The playground is very wet. (main clause)

The playground is very wet because of the heavy rain. (sub-ordinate clause)

- Relative clause

- Is a special type of subordinate clause that gives us more information about the noun.

For example, The boy, who was called Tom, sprinted down the street after the bus.

(who, that, which, whose, whom)

- Noun phrases

- Refers to all the words which you give you information about the noun.

For example, A vase of roses stood on the table.

- Co-ordinating conjunctions

- Link two words or clauses as equal.

For example, Sarah and Jen went to the shops and bought some sweets.

(and, but, so)

- Subordinating conjunctions

- Used to introduce a subordinate clause

For example, Sacha can't play the piano **because** she has broken her arm.

(because, since, although, when, however,...)

Part 4 – Verb forms, tenses and consistency

- Simple past and simple present

Verb	Simple Past	Simple Present
To eat	I ate	I eat
To cry	I cried	I cry

- Past perfect and present perfect tenses

Verb	Past Prefect	Present Perfect
To eat	I had eaten	I have eaten
To cry	I had cried	I have cried

Past perfect – made up of the past tense verb to have and the past tense verb

Present perfect – made up of the present tense verb to have and the past tense verb.

- Modal verbs

- Indicates the likelihood of something happening

For example, I **might** go to Portugal next summer.

(could, would, should, might, must, ...)

- Present and past progressive

- Generally describes events in progress.

Verb	Past Progressive	Present Progressive
To eat	I was eating	I am eating
To cry	I was crying	I am crying

- Apostrophes

- Can be used to show possession or missing letters in a contraction.

For example, This is **Sam's** coat (the apostrophe shows the coat belongs to Sam)

For example, You **can't** go to the park until **you've** finished your homework. (can't → can not, you've → you have)

- Punctuation for parenthesis

- Always you to include non-essential information in your sentence. You can use brackets, dashes and commas to add in parenthesis.

For example,

My friend Natalie (**who is only one day older than me**) is coming for a sleepover tonight.

My friend Natalie - **who is only one day older than me** - is coming for a sleepover tonight.

My friend Natalie, **who is only one day older than me**, is coming for a sleepover tonight.

- Colons

- Can be used in two ways.

1. To introduce a list after a main clause

For example, I had to pack my lunch for the school trip: ham sandwiches, an apple and an innocent smoothie.

2. To join two sentences where the second sentence explains the first sentence

For example, The book was useful: it told him all he needed to know about Neil Armstrong.

- Semi-colons

- Can be used in two ways.

1. To separate items in a list which are several words long

For example, There are several ingredients you need to bake the perfect roll: 250 g of strong bread flour; 1 sachet of yeast; 1 teaspoon of salt and some warm water.

2. To link to closely related clauses

For example, Charlie always ate big meals; he got terribly hungry.

The sentence could have been linked with a conjunction (as) or been two separate sentences with a full stop in between.

- Dash

- Can be used in two ways

1. To add non-essential information to the sentence (see punctuation for parenthesis)

For example, The girl - **who was wearing a bright red dress** – got to the swings before me.

2. To indicate a pause in a sentence like a comma, colon and semicolon.

For example, He was frightened _ more frightened than ever before.

Part 6 – Vocabulary

- Synonyms

- Are words that have a very similar meaning

For example, little and small, jolly and happy

- Antonyms

- Are words that have opposite meanings

For example, straight and curved, light and heavy.

Helpful websites for further guidance

<http://englicious.org/key-stage/primary>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/244216/English_Glossary.pdf

Helpful websites for practising

<http://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar>

<https://learnenglishkids.britishcouncil.org/en/grammar-practice>

https://central.espresso.co.uk/espresso/primary_uk/subject/module/sub_modules_index/item284045/grade2/index.html