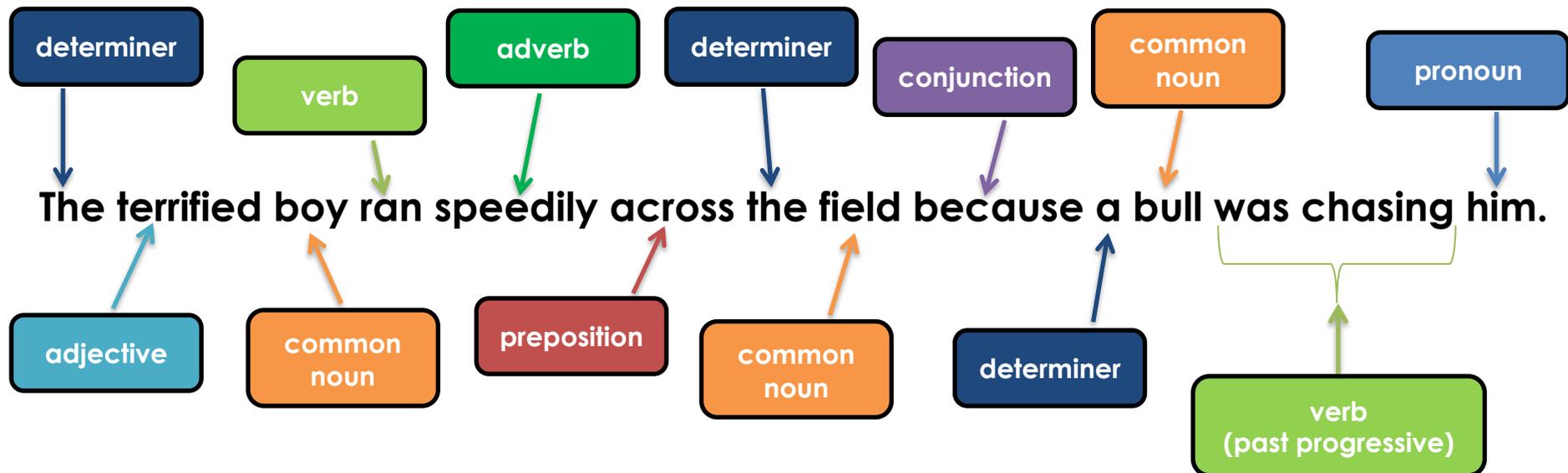


The Benedict Academy Guide to Grammar

Word class

Every written or spoken word has a particular word function. The major word classes are: nouns; pronouns; verbs; adjectives; adverbs; conjunctions; prepositions; and determiners. The following demonstrates how these different word classes are used to make a sentence



Nouns

Nouns are often known as 'naming words'. They are the names of people, places, animals, things or feelings. Nouns can be classified into four main groups: common nouns; proper nouns; abstract nouns; and collective nouns.

Type of noun	Explanation	Examples	National curriculum expectations
Common nouns	Common nouns are used all the time and are the names of everyday objects, animals, places, etc.	Book; bread; goat; bridge; girl; home.	Year 1
Proper nouns	Proper nouns are the names given to particular people, places, etc. * <u>Note</u> : They always start with a capital letter.	Michael; Leanne; Africa; London; Roman Empire; Saturday; February.	Year 2
Abstract nouns	Abstract nouns refer to ideas, feelings, occasions or time – things that cannot be seen or touched.	Love; happiness; trust; bravery; dreams; afternoon.	For reference
Collective nouns	Collective nouns refer to a group of things or people. They are singular words that represent a number of things. * <u>Note</u> : As collective nouns are singular, when they are written in	A swarm of bees. A flight of stairs. A bunch of grapes.	For reference

	a sentence you would use <i>is</i> and not <i>are</i> , e.g. Michael's class <u>is</u> going swimming today.		
Singular nouns	A noun that refers to one person, place thing or idea.	cat, Jane, hope	Year 1
Plural nouns	A noun that refers to more than one person, place, thing or idea.	guys, dogs	Year 1
Noun phrase	A phrase (group of words) built around a noun that <u>does not</u> contain a verb. Typically uses an adjective.	<u>The tall girl</u> sits. <u>Adult foxes</u> can jump	Year 2
Expanded noun phrase	Longer noun phrases that give extra detail, with modifying adjectives, nouns and prepositional phrases.	<u>Almost all healthy adult foxes in this area</u> can jump.	Year 4

Pronouns

Pronouns are used to replace a noun. In a sentence or phrase, you may not want to use the name of something or someone over and over again because it can look and sound odd:

Tom went to the shop and **Tom** bought some biscuits. When **Tom** got home, **Tom** shared the biscuits with **Tom's** mother.

Instead, you may want to replace some of the nouns (names) with an appropriate pronoun:

Tom went to the shop and **he** bought some biscuits. When **he** got home, **Tom** shared the biscuits with **his** mother.

Type of noun	Explanation	Examples	National curriculum expectations
Personal pronouns	Used when referring to people.	I; me; you; he; she; we; us; them. <i>We are excited about the visit to the zoo.</i>	Year 4
Possessive pronouns	Used to show when something belongs to someone / something.	my; your; his; her; its; our; their That is my chair	Year 4
Relative pronouns (see also relative clause)	Used to introduce a description of a noun.	who; whom; which; that; when; where; whose. This is my friend Fran who introduced me to my husband.	Year 5
Singular pronouns	Pronouns to describe one thing or person.	it, you, she, he, I, mine, yours, his	For reference

Plural pronouns	Pronouns to describe more than one thing or person.	they, we, ours, their	For reference

Verbs

Verbs can be put into various categories based on how they are used:

Type of verb	Explanation	Examples	
Verb	Verbs are 'doing', 'action' or 'being' words. They usually have a tense: past; present; or future. Verbs in the past or present tense are known as 'finite' verbs.	The film was exciting. (state) Jane baked a cake. (action)	Year 1
Imperative verbs	A type of verb that creates an imperative sentence (a sentence that gives an order or command).	Give me that pen. Put that down.	Year 4
Modal verbs	A modal verb gives more information about the main verb. They indicate whether an action is a <u>possibility</u> or a <u>certainty</u> .	I might come to school tomorrow. <u>might</u> : modal verb indicating 'possibility'. <u>come</u> : main verb.	Year 5

Type of verb	Explanation	Examples	
	There are 10 main modal verbs: will; would; can; could; may; might; shall; should; must; ought.	I will come to school tomorrow. <u>will</u> : modal verb indicating 'certainty'. <u>come</u> : main verb.	
Auxiliary verbs	Auxiliary verbs are also known as 'helping verbs' - used with main verbs be; have; do; and the 10 modal verbs.	I have done my homework. I am going to school.	For reference
Subjunctive verb	Used to set a formal mood. It expresses things that could or should happen and can express wishes, hopes, commands, demands or suggestions: 1) Use of be and were instead of am, is, are, was. 2) Skips the -s on the verb when using he, she, it	If only I <u>were</u> ten years younger. (instead of was)	Year 6 (use were)
Transitive verb	A transitive verb is an action that has at least one direct object, i.e. something or someone who receives the action of the verb.	He loves Juliet. <u>Subject</u> : He; <u>Verb</u> : loves; <u>Object</u> : Juliet	Further reference

Type of verb	Explanation	Examples	
Intransitive verb	An intransitive verb does not need an object to complete its meaning.	We all laughed . We arrived just in time.	Further reference

Tense

Type of phrase	Explanation	Examples	
Simple tense	A verb is used in its present or past form without any other verbs modifying it.	Present Jane <u>works</u> hard	Year 2
		Past Bill <u>jogged</u> to school.	

<p>Progressive tense</p>	<p>Used to describe actions continuing over over a period of time. The verb (always in its present tense with a present participle of -ing) is accompanied by a 'to be' verb</p> <p>am, are, is + verb-ing – present tense</p> <p>was, were + verb-ing – past tense</p>	<p>I was studying for the exams. <i>Past progressive</i></p> <p>I am studying for the exams. <i>Present progressive</i></p> <p>I will be studying for the exams. <i>Future progressive</i></p>	<p>Year 2</p>
<p>Perfect tense</p>	<p>Used to describe actions that are/have been completed or 'perfected' .The verb (always in its past tense) is accompanied by a 'have' verb.</p> <p>have, has + past verb – present</p> <p>had + past verb - past</p>	<p>I had eaten my lunch. <i>Past perfect form</i></p> <p>I have eaten my lunch. <i>Present perfect form</i></p> <p>He has been going to dance class since last year. <i>Present perfect progressive</i></p>	<p>Year 3</p>
<p>Present Perfect Progressive Tense</p>	<p>A combination of both the progressive and perfect tenses. Used to describe actions happening over a period of time and are/have been completed. The verb (always in its present tense with a suffix of -ing) is</p>	<p>Present</p> <p>It <u>has been</u> raining.</p> <hr/> <p>Past</p> <p>Sue <u>had been practising</u> for an hour when I called.</p>	<p>For reference</p>

	<p>accompanied by a 'have' verb and the 'to be' verb - been.</p> <p>have, has + verb-ing (present)</p> <p>had + verb-ing (past)</p>		
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Adjectives

Adjectives are words or phrases that describe nouns or pronouns; they often give more information about people, animals, places or things.

	Explanation	Examples	National curriculum expectations
Adjective	An adjective can be a single word, a phrase, or a clause; and they can either be used <u>before</u> a noun to modify it, or <u>after</u> a verb to complement it.	<p>The children produced some fantastic work. <i>The adjective was used before the noun, to modify it.</i></p> <p>My pizza was delicious. <i>The adjective was used after the verb 'was' (which is the past tense of the auxiliary verb 'be').</i></p>	Year 2

She had a beautiful small, round, black wooden box.



Adverbs

Adverbs 'add to a verb'. As well as modifying a verb, they can also modify an adjective, another adverb, or a whole sentence. Adverbs might be single words, or they may take the form of a phrase (a group of words).

A sentence may contain more than one adverb, or adverbial phrase, for example:

Earlier today, we **lazily** walked to **the café** that we **always** go to for breakfast.

	Explanation	Examples	National curriculum expectations
Time (When)		The concert starts at six o'clock . <i>This adverbial phrase tells us <u>when</u> the concert starts.</i>	Year 3
Place (Where)		We saw him in Brighton . <i>The adverb tells us <u>where</u> he was seen</i>	Year 3

Manner (How)		He politely answered his teacher. <i>The adverb tells us <u>how</u> the boy spoke to his teacher.</i>	Year 3
Frequency (How often)		I usually walk to school. <i>The adverb tells us <u>how often</u> the person walks to school.</i>	Year 3

Conjunctions

Conjunctions are used to link two or more parts of a sentence to make a longer sentence. Without conjunctions, writing would be made up of lots of short sentences.

	Explanation	Examples	National curriculum expectations
Co-ordinating conjunctions	Link two words or phrases together as an equal pair	I went to the shop and bought some milk and; but; or; nor; so; then; yet.	Year 1 - and
Subordinating conjunctions	Introduce a subordinate clause	I won't buy the DVD unless it is on sale. while; after; since; as; before; if; because	Year 2

Prepositions

Prepositions are short words that describe the relationship between people or things.

	Explanation	Examples	National curriculum expectations
Of time		after; before; during.	Year 3
Of location		above; against; behind; below; beneath; between; near; next to; outside.	Year 3
Of direction		such as: beyond; past; through; toward.	Year 3

Determiners

Determiners are used to introduce a noun or a noun phrase. They indicate whether something specific, or something of a particular type, is being referred to. There are a number of different types of determiners: The most common being: **a, an, the, every, this, those, one, some, many (Year 4)**

Type of determiner	Explanation	Examples	National curriculum expectations
Article (definite)	<p>The definite article is a <u>specific</u> determiner. It is used when you believe that the listener / reader knows exactly what you are referring to.</p> <p><u>*Note:</u> The definite article is always 'the'.</p>	<p>Please pass me the pen.</p> <p>The home team.</p>	For reference

Article (indefinite)	<p>The indefinite article is a general determiner and is used when you are not referring to one specific thing.</p> <p><u>*Note:</u> The indefinite articles are 'a' and 'an'.</p>	<p>Please pass me a pen.</p> <p>Can I have an apple?</p>	For reference
Demonstrative	<p>A demonstrative determiner is a <u>specific</u> determiner that shows (demonstrates) what you are talking / writing about.</p> <p><u>*Note:</u> demonstrative determiners are: this; that; these; those.</p>	<p>Look at those lovely flowers.</p> <p>I would like to buy these shoes, please.</p>	For reference
Interrogative	<p>You can use an interrogative determiner to ask a question.</p>	<p>Which school do you go to?</p> <p>What is your favourite song?</p>	For reference
Possessive	<p>A possessive determiner is a <u>specific</u> determiner that shows ownership of something.</p> <p><u>*Note:</u> Possessive determiners are: my; your; his; her; its; our; their; whose.</p>	<p>Thank you for your message.</p> <p>I love my mum.</p>	For reference
Quantifier	<p>A quantifier determiner gives the listener / reader an idea of the number of something, answering</p>	<p>Some big boys.</p> <p>Lots of cats.</p>	For reference

	the questions: how much? and how many?		
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Sentence structure

When sentences are written, or spoken, they deliver information to the reader or listener. Much like people, sentences come in many shapes and sizes but must have a verb and a noun to make sense: E.g. The boy ran. They are four key types of sentences:

Type of sentence	Explanation	Examples	National curriculum expectations
Statement	A sentence that declares (states) a piece of information that is true/false.	The sun is blue. I am going to the beach.	Year 2
Question	A sentence that could be responded to and ends in a question mark.	Where are we going? Who are you?	Year 2
Command	A sentence that contains an imperative verb which means the sentence requires an action in response.	Go away! Adam, put that down!	Year 2

Exclamation	A sentence containing a verb that begins with <i>how</i> or <i>what</i> and ends in an exclamation mark. <i>If it does not contain a verb (e.g. How lovely!) it is an exclamatory phrase.</i>	What a hot day it is! How colourful you are!	Year 2
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Sentences - Clauses

A clause is a group of words that have been put together to deliver information, and they contain a subject (who or what you are writing/talking about) and a verb (what it/they are doing).

Type of sentence	Explanation	Examples	National curriculum expectations
<i>A single clause sentence has only one piece of information.</i>			
Simple sentence	A sentence that has one main clause.	The boy ran away.	Year 1
A multi-clause sentence has two or more pieces of information that have been linked together (through the use of a conjunction):			
Compound sentence	Has main clauses that are linked by a co-ordinating conjunction. Both clauses carry equal weight.	The boy ran away and all the dogs barked.	Year 1 – using the conjunction and

Complex sentence	Has 2 or more clauses, in which one clause is dependent on the other (e.g. a main and subordinate clause). Must use a subordinating conjunction.	The boy ate alone because all the children ran away	Year 2 – using appropriate conjunctions
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Clauses can be put together in a sentence in a number of different ways:

Type of clause	Explanation	Examples	
Main clause	The main clause is the most important piece of information that you are trying to deliver in your sentence and it could exist as a short sentence on its own.	I am planning to go to the park on Saturday , if the sun is shining. *Note: In this example, the section in bold would make sense as a sentence on its own; the rest of the sentence adds more detail by telling us how likely it is that you will go to the park.	Year 3
Subordinate clause	A subordinate clause is information that has been added to the sentence to expand on the information given in the main clause to add detail; the subordinate clause can also	I am planning to go to the park on Saturday, if the sun is shining . *Note: In this example, the section in bold would not make sense as a sentence on its own; it needs the first part of the	Year 3

	<p>help to make the information more interesting.</p> <p><i>A subordinate clause cannot exist alone as a sentence, it needs the main clause to give it meaning and begins with a subordinating conjunction.</i></p>	<p>sentence to give it any meaning.</p>	
Relative clause	<p>A relative clause is a type of subordinate clause that describes who or what we are talking about. It begins with a relative pronoun: who; which; when.</p> <p>*Commas go around the clause.</p>	<p>This is my friend Fran who introduced me to my husband.</p>	Year 5

Phrases

A phrase is a group of words that make up part of a sentence that doesn't include a verb; and a phrase can form a clause if it contains a verb (an action). There are three different types of phrases that are linked to the word classes:

Type of phrase	Explanation	Examples	
Noun phrase	A noun phrase is a word, or group of words, that contains a noun which has been modified to give more information about it – which	<p>The pink boat is for sale.</p> <p>Almost all healthy adult foxes in this area can jump.</p>	Year 2

	could be in the form of a determiner or an adjective.	* <u>Note</u> : 'Foxes' is the noun, all of the other words in orange have given more detail about the foxes but do not affect the main point of the sentence, which was to say that foxes can jump.	
Adverbial phrase <i>Also known as an adverbial.</i>	Adverbial phrases / adverbials modify a verb or clause – it explains how, where or when something happens. Adverbial phrases/adverbs that begin a sentence followed by a comma.	I saw Charlie earlier today . <i>The adverbial phrase tells me <u>when</u> the action took place.</i> With a flick of her wrist , she knocked the sword away from his hand. <i>The fronted adverbial tells me <u>how</u> the action took place.</i> All kinds of treasures have been found under the sea . <i>The adverbial phrase tells me <u>where</u> the action took place.</i>	Year 4
Prepositional phrase	A phrase (group of words) built around a preposition. <i>Prepositional phrases can act both as adjectives and adverbs and is considered a type of adverbial phrase</i>	Sarah made a shocking discovery when she looked behind the door . Before class , Josh went for a walk.	For reference

Subject/Object

	Explanation	Examples	
Subject	The who or what in a clause that is performing the verb. Usually represented by a noun, noun phrase or pronoun.	<u>The girl</u> ran home. The apple was pecked by <u>it</u> .	Year 5/6
Object	The who or what in a clause that is acted upon by a verb.	The girl ran <u>home</u> . <u>It</u> was pecked by a bird.	Year 5/6

Voice

When writing, we describe what is happening (the verb) in two different ways: using the active voice; or using the passive voice.

	Explanation	Examples	
Active voice	A sentence in which the subject comes before the object.	Jane caught the ball. Mum baked a cake yesterday.	Year 6
Passive Voice	A sentence in which the object comes before the subject.	The ball was caught by Jane. A cake was baked by Mum yesterday.	Year 6

Phonics

Name	Explanation	Example
Blending	The process of identifying the sounds then running them together.	d/o/g becomes dog
Digraph	Two letters that together make one sound. There are vowel, consonant and split digraphs.	vowel: ea consonant: sh split: er
Split digraph	When a digraph is split by a consonant it becomes a split digraph.	In wrote: oe is one sound but split by the letter t
Trigraph	Three letters that together make one sound.	igh, are, air, ear
Grapheme	A letter or group of letters representing one sound (phoneme)	igh, ck, t, sh
Phoneme	The smallest unit of sound in a word.	p in pad
Grapheme-phoneme correspondence	The ability to match a phoneme to a grapheme and vice versa.	

Spelling and Vocabulary

Name	Explanation	Example	
Homophone	A type of homonym that also sound alike and have different meanings, but also different spellings.	there/their/they're pear/pair	Year 2 and more year on year (see spelling appendix)
Homograph	Words that are spelled the same but have different meanings.	Desert (a hot, arid region)/desert (to leave) Evening (late afternoon)/evening (making things more even)	For reference
Idiom	A group of words which together do not hold their typical meanings.	Over the moon (very happy)	For reference
Polysemous words	A word that has multiple meanings	Bound = leap, being tied by a rope, being set for a destination	For reference
Synonym	A word or phrase that means exactly or nearly the same as another.	Big/ large	For reference
Antonym		Big/small	For reference

Name	Explanation	Example	
	A word or phrase that means exactly or nearly the opposite as another.		
Morphology <i>The study of word parts – roots, prefixes, suffixes</i>			
Root word	A word in its simplest form, to which prefixes and suffixes can be added to change the meaning.	unemployment employ = root word un = prefix ment = suffix	Year 2
Compound word	A combination of two or more words.	rainbow duty-bound	Year 2
Prefix	A cluster of letters that goes before a root word to modify it's meaning. All prefixes hold meaning by themselves; however they are not considered words.	anti (against) dis (opposite of) pre (before)	Year 2
Suffix	A word or cluster of letters that goes after a root word to modify it's meaning. All suffixes hold meaning by themselves; however they are not considered words.	-ing or -ation	Year 1

Name	Explanation	Example	
Inflections	The name given to the extra letter/letters to a noun, adjective or verb	happy/happier trip/trips	For reference

Punctuation

Punctuation adds meaning to sentences and helps to make information clear. It can also be used to mark the clauses in a sentence, to inform the reader of the pace at which they should be reading, and to give the reader a sense of the atmosphere – and sometimes emotion – of the writing.

Name	Mark	Use	Example	
Capital letter		Used to begin a sentence, important words in titles, proper nouns, acronyms, and *contractions.	SciFi = Science Fiction Mary	Year 1 +
Full stop	.	A full stop marks the end of a sentence or is used for abbreviations. If an abbreviation ends a sentence a second full stop is not required.	I am reading the Harry Potter series at the moment. Dec. December	Reception
Comma	,	To separate items in a list (adjectives or nouns)	The pink, fluffy cat	Year 2

Name	Mark	Use	Example	
			I bought apples, pears, water and cheese.	
		After a fronted adverbial	In the forest, I ran for my life.	Year 4
		<i>after a reporting clause when beginning speech</i>	Jane said, "Hello."	Year 4
		<i>to clarify meaning or avoid ambiguity</i>	Let's eat Grandma. Let's eat, Grandma.	Year 5
		<i>to show parenthesis see parenthesis</i>	The teacher, <u>a young woman</u> , taught the class.	Year 5
Question mark	?	Used at the end of a direct or rhetorical question.	May I have a drink of water?	Year 1
Exclamation mark	!	Used to show emotion, emphasis or surprise. Can be used at the end of a statement, command or exclamation.	That is amazing! (statement) Go away! (command) How lovely it is! (exclamation)	Year 1
Apostrophe	'		<u>Singular</u> Liam = Liam's hat. Cat = The cat's hat.	Year 2

Name	Mark	Use	Example	
		An apostrophe can be used: to show singular or plural possession	Jones = Mrs Jones' hat Add an apostrophe and –s (only add an apostrophe if the noun ends in –s)	
			<u>Plural</u> Actresses = The two actresses' roles. Guys = The guys' night out. Children = The children's slide. Add just an apostrophe if it ends in –s (add an apostrophe and –s if the plural noun does not end in –s)	Year 4
		In place of a missing letter when used for omission (e.g. don't is the contraction of do not).	can't, she's, I'll	Year 2
Inverted commas	“ ”	Used to show direct speech, i.e. a quote from someone.	“Strive not to be a success, but rather to be of value,” said Albert Einstein.	Year 3
		<i>Full Speech Punctuation</i> 1) Change in speaker = new line. 2) Begin speech with “ 3) Begin each sentence of speech with a capital letter.	“I am so hungry,” said Jane. “Me too. I am famished!” replied her sister. “What should we get?” asked Jane, “maybe, sushi?” “I don't like sushi,” her sister said. “It's disgusting!”	Year 4

Name	Mark	Use	Example	
		4) End the speech with a . , ! or ? 5) Include a reporting clause	Jane replied, "Well I fancy sushi now, so that is what I am going to get."	
		<p><i>Reporting Clause</i> If beginning speech it begins with a capital letter and a comma is required after. If ending speech it begins with a lower case letter and a full stop is required after.</p> <p>If the reporting clause is in the middle of the same speaker's speech it begins with a lower case letter and can either end in a , followed by " then lower case letter or end in a . followed by " and a capital letter.</p>		Year 4
Colon	:	A colon is used to introduce something in the text, such as a list.	Ingredients:	Year 5/6
		<i>between independent clauses</i> when the second sentence explains, illustrates,	He got what he worked for: he really earned that promotion.	Year 5/6

Name	Mark	Use	Example	
		paraphrases, or expands on the first sentence		
Semi colon	;	To mark the boundary between independent clauses	Call me tomorrow; you can give me an answer then.	Year 5/6
		In descriptive lists	At the circus we saw a clown juggling with swords and daggers; a lion who stood on a ball; a fire eater with flashing eyes; and an eight year old acrobat.	
		Within lists when commas are used within the items of the list	You should choose ham, chicken, or char-grilled vegetable sandwiches; cups of tea, Bovril, or coffee; or red wine.	
Brackets	()	Brackets are used when a writer wants to add more detail (as a form of parenthesis), often as a note to the reader.	It is important to learn the rules of grammar (but it can be confusing!).	Year 5
Dash	—	Use when a writer wants to add more detail with parenthesis	Mark is a lovely – yet easily fooled – young man who always helps his friends.	Year 5

Name	Mark	Use	Example	
		to mark the boundary between independent clauses.	She might come to the party - you never know.	Year 5/6
Hyphen	-	Used to join two or more words together to avoid ambiguity.	man eating shark man-eating shark recover re-cover	Year 5/6
Ellipsis	...	An ellipsis is used to show that something is unfinished; it may be used to show a trailing off of thought or when a word or phrase is missing. This may be used for dramatic effect at the end of a sentence, or paragraph to hook the reader's attention.	I just wish that you would... oh never mind, I'll do it myself. They had all finally relaxed. But suddenly, there was a creak; they turned just in time to see the door swing open...	Year 5/6
Bullet points	●	Used to list information. If the text that follows the bullet point is not a proper sentence, it does not need to begin with a capital letter or end with a full stop. However, if you choose to begin one	<ul style="list-style-type: none"> ● text books ● scissors ● tray labels ● We will buy text books. ● I will borrow the scissors. ● You will laminate tray labels. 	Year 5/6

Name	Mark	Use	Example	
		bullet point with a capital letter they all should for consistency.		