

| Grammar | Definition | Example |
|-------------------------|--|---|
| Modal Verbs | 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. |
| 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. | I went to the market this morning and I bought a drink; then, I went to the supermarket a few hours later 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. |
| 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 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. |

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| 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 . |

| Greater Depth (working above) | | |
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| <u>Managing Formality:</u> | Definition | Example (E.g. Formal Letter) |
| Subjunctive | Mood used in formal writing. | If I were you... I command that you listen . I demand that you be good. |
| Progressive tense | The verb 'to be' (present/past) + verb + 'ing' | I am walking. I was walking. |
| Perfect tense | The verb 'to have' (present/past) + verb | I have walked. I had walked. |
| <u>Managing Informality:</u> | Definition | Example (E.g. Diary Entry) |
| Refer to the reader | Demonstrate knowledge of the reader by referring to them directly. | So, what do you think? |
| Colloquialisms | Appropriate 'every day' phrases or slang language. | quid, bloke 'hard to swallow', 'up for grabs' |
| Question Tag | Words at the end of a statement that make it into a question. The subject in the question matches the subject in the statement. | You posted that letter, didn't you? Jack plays with you, doesn't he? |

Punctuation that your child will be using in their writing:

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| Parenthesis Brackets () Dashes – Commas , | <p>Used to separate information that is not essential to the meaning of the rest of the sentence</p> | <p>Mount Everest (8848m) is the highest mountain in the world.</p> <p>Thousands of people- like the man in this photograph- have been left homeless</p> |
| Commas , | <p>Used to make the meaning of sentences clearer.</p> <p>Used to clarify meaning/ avoid ambiguity</p> | <p>The school has a vegetable garden in which the children grow cabbages, onions, potatoes and carrots.</p> |
| Semi colon ; Colon : Dash - | <p>Used to mark the break between two main clauses</p> | <p>The road runs through a beautiful wooded valley; the railway line follows it.</p> |
| Colon : | <p>Used to introduce lists</p> | <p>The price includes: flight, accommodation and excursions</p> |
| Bullet points | <p>Used to draw attention to important information so that the reader can find the key information quickly</p> | |
| Hyphens | <p>Used either: at the end of a line when a word has been divided</p> <p>or</p> <p>to link two parts of word</p> | <p>Good-hearted</p> <p>Man-eating</p> <p>Quick-thinking</p> |



Helping Your Child With Grammar and Punctuation

Upper Key Stage 2

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