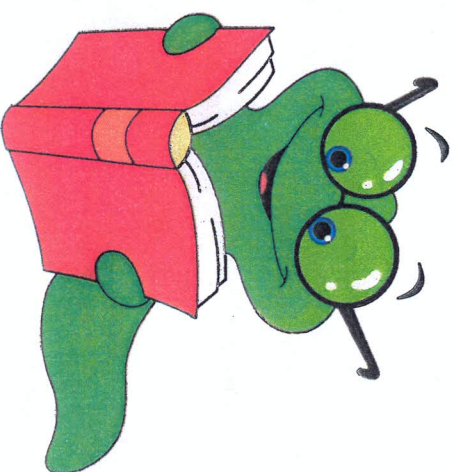


verb
adverb
noun
Pronoun
adjective
vowel
consonant



Grammar, Punctuation and

Spelling

Guidance

For Parents & Carers

Grammar, Punctuation and Spelling Explained

As part of the changes to the National Curriculum, the Department for Education has raised the profile of spellings, punctuation and grammar for primary school children. When children leave primary school they should be confident in grammar, punctuation and spelling. The test, which now forms part of the Year 6 SATs, has been introduced to ensure that primary schools place a stronger focus on the teaching of these skills than in previous years.

What is the GPS test?

The English grammar, punctuation and spelling test assesses your child's English skills in four key areas:

- **Spelling** □ **Punctuation** (through identification and grammatical accuracy).
- **Vocabulary** □ **Sentence grammar** (through identification and grammatical accuracy).

The test consists of two components, which will be presented to pupils as two separate papers:

PAPER 1

A collection of short questions. Some may take the form of a table or sentence completion whereas other may ask for error corrections.

Example questions

- 6 Circle the relative clause in the sentence below.

The blue car that was parked outside the shop was for sale.

☐ 1 mark

- 13 Insert a comma in the correct place in the sentence below.

Full of enthusiasm the children entered the room at the start of their lesson.

☐ 1 mark

PAPER 2



A spelling task, which involves 20 short sentences, is read aloud. A single word is missed out of each sentence and your child needs to write this in the space provided.

3. The children listened carefully as the teacher gave the

Age Related Grammar & Punctuation Expectations

Pupils are taught the vocabulary they need to discuss their reading, writing and spoken language in the context of their English lessons. It is important that pupils recognise, learn and can use the correct grammatical terms in English through discussion and practice. This terminology can be a stumbling block even for children who are otherwise good at reading and writing, and make the test questions hard to understand.

The National Curriculum splits the terminology into each year group and it is expected that by the end of Year 6, children should be able to recognise and use all terminology.

Year 1 Terminology for Pupils		
Capital Letter	CL	Used to begin a sentence and for names of people, places and titles. Also used for 'I'.
Exclamation Mark	□	Sentences which express a strong feeling of emotion. E.g. My goodness, it's hot!
Full Stop	•	These are used at the end of a sentence.
Letter		There are 26 letters in the alphabet. These can be uppercase (ABC) or lowercase (abc).
Plural		More than one, e.g. rabbits
Punctuation	.,:!, ,	The marks, such as a full stop, exclamation mark, question mark or comma used in writing to separate sentences and parts of a sentence.
Question Mark	□	The mark used at the end of a question. These sentences usually begin with who, what, where, when or why.
Sentence		A sentence is a group of words that creates a unit of meaning.
Singular		Only one, e.g. a rabbit.
Word		A unit of grammatical meaning.

Year 2 Terminology for Pupils

Adjective	A 'describing' word. It is a word used to describe (or tell you more about) a noun. E.g. The burglar was wearing a black jacket.
Adverb	Tells you more about the verb (it 'adds' to the verb). Most in English end in -ly and come from adjectives. E.g. soft – softly; slow – slowly.
Apostrophe	Use to show where letters are missing (contractions) E.g. Is not = isn't Could not = couldn't Showing Possession: With nouns (singular only) E.g. The girl's jacket/ James' toy.
Comma	Used between a list of three or more words to replace the word and for all but the last instance. E.g. The giant had a large head, hairy ears and two big eyes.
Command	Sentences which give orders or requests. E.g. Play the movie!
Compound	A compound word is made up of two root words. E.g. whiteboard, blackbird.
Exclamation	Sentences which express a strong feeling of emotion. E.g. My goodness, it's hot!
Noun	A 'naming' word: a word used for naming an animal, a person, a place or a thing. E.g. Jason, rabbit, Oxford, table.
Noun Phrase	A <u>noun</u> modified with extra information. E.g. A shiny new <u>car</u> .
Question	These sentences usually begin with 'who', 'what', 'where', 'when' or 'why'. They always end in a question mark. E.g. What is for dinner?
Statement	These are sentences that state facts. E.g. It is hot.
Suffix	A group of letters added to the end of an existing word to create a new word with a different meaning. E.g. Shocked, shocking
Tense (past/present)	This is the choice between <u>present</u> and <u>past verbs</u> and normally indicates differences in time. He studies all day. [present tense – present time] Yesterday he studied all day. [past tense – past time]
Verb	A verb can describe an action or process (for example: dive, chew, heal, thaw), a feeling or state of mind (for example: worry, think, know, believe), or a state (for example: to be). A sentence usually contains at least one verb.

Year 3 Terminology for Pupils

Apostrophe	To show where letters are missing (contractions): Is not = isn't Could not = couldn't To show possession: Place the apostrophe straight after the owner. With <u>nouns</u> (singular and plural) not ending in an s add 's: The <u>girl's</u> jacket, the <u>children's</u> books With <u>nouns</u> (singular and plural) ending in an s, add only the apostrophe: Miss <u>Briggs'</u> house. The <u>guards'</u> duties.
Clause	A group of words which contains a <u>verb</u> ; it is part of a sentence. There are two kinds of clauses: a <u>main clause</u> & a <u>subordinate clause</u> . E.g. The figure <u>drifted</u> past the lake.
Conjunction (also known as a type of connective)	Words that link ideas within sentences. There are two types: 1. <i>Coordinating</i> , e.g. for, and, nor, but, or, yet, so. 2. <i>Subordinating</i> , e.g. because, when, while, until, although...
Consonant	Any letter from the alphabet that is not a vowel (a, e, i, o, u).
Inverted Commas/Direct Speech/Speech Marks.	Punctuation marks used in pairs (" ") to indicate: • quotes (evidence) . The man claimed that he was "shocked to hear the news". • direct speech . Janet asked, "Why can't we go today?"
Prefix	Added to the beginning of an existing word in order to create a new word with a different meaning. E.g. undo un- means 'not'.
Preposition	Words that show the relationship of one thing to another. <u>E.g.</u> Tom jumped <u>over</u> the cat. The monkey is <u>in</u> the tree. Other examples of these include the following: <u>up</u> , <u>across</u> , <u>into</u> , <u>past</u> , <u>under</u> , <u>below</u> , <u>above</u> ...
Subordinate Clause	A clause that does not make sense on its own; it depends on the main clause for its meaning. E.g. Sue bought a new dress <u>when she went shopping</u> . 'when she went shopping' would not make sense without the main clause (Sue bought a new dress).
Vowel	Any of the following letters: a e i o u.
Word Family	Groups of words that have a common feature or pattern. They have some of the same combinations of letters in them and a similar sound. E.g. Mike, like, bike.

Year 4 Terminology for Pupils

Adverbial	A word or phrase that is used, like an adverb, to give extra information about a verb or clause. It usually answers the following questions: When something happens or how often? Where something happens? How something happens? E.g. The bus leaves <i>in five minutes</i> . The bus leaves <i>from the station</i> . She promised to see him <i>last night</i> .
Fronted Adverbial	A word or phrase at the front of sentence used, like an adverb, to modify a verb or clause. It is often followed by a comma. E.g. <i>In five minutes</i> , the bus leaves. <i>Last night</i> , she promised to see him.
Apostrophe	To show where letters are missing (contractions): Is not = isn't Could not = couldn't To show possession: Place the apostrophe straight after the owner. With nouns (singular and plural) not ending in an s add 's: The <u>girl's</u> jacket, the <u>children's</u> books With nouns (singular and plural) ending in an s, add only the apostrophe: Miss <u>Briggs'</u> house. The <u>guards'</u> duties.
Commas to mark phrases and clauses.	Listing E.g. The fox jumped over the back gate, scampered down the lane and into the ancient forest. To mark a subordinate clause E.g. <u>If at first you don't succeed</u> , try again. <u>Although the snake was small</u> , I still feared for my life.
Determiner	Introductory or opening phrases (including adverbials & fronted adverbials) E.g. After dinner, I am going to visit my friend. This specifies a noun as known or unknown. -articles (the, a or an) The home team (known) A good team (unknown) -possessives (my, your) My mum (known) *There is sometimes confusion about whether to use a or an . The sound of a word's first letter helps us to know which to use. If a word begins with a vowel sound, you should use a n; if a word begins with a consonant sound, you should use a .

Pronoun	This type of word takes the place of the noun. We use these so that we do not have to repeat the same nouns over and over again. E.g. When Barnaby stroked the cat and listened to <i>it</i> purring softly, he felt calm and peaceful.
Possessive pronoun	A pronoun that shows possession. It can also be called a determiner. E.g. That essay is <i>mine</i> . <i>His</i> foot hurt.

Year 5 Terminology for Pupils

Brackets	Used for additional information or explanation. Sometimes called parentheses. To clarify information Jamie's bike was red (bright red) with a yellow stripe. For asides and comments The bear was pink (I kid you not). To give extra details His first book (The Colour Of Magic) was written in 1989.
Cohesion	A text has this if it is clear how the meanings of its parts fit together. There are repeated references to the same thing and logical relations, such as time and cause, between different parts. E.g. A visit has been arranged for <u>Year 6</u> , to the <u>Mountain Peaks Field Study Centre</u> , leaving school at 9.30am. <u>This is an overnight visit</u> . The centre has beautiful grounds and a nature trail. During the afternoon, <u>the children</u> will follow the trail.
Commas to mark phrases and clauses.	Listing E.g. The fox jumped over the back gate, scampered down the lane and into the ancient forest. Where extra information (embedded clause) is given about the subject. E.g. The <u>recipe</u> , which we hadn't tried before, is very easy to follow. E.g. Mr. Hardy, aged 68, ran his first marathon five years ago. To mark a subordinate clause E.g. If at first you don't succeed, try again. Although the snake was small, I still feared for my life. Introductory or opening phrases (including adverbials) E.g. After dinner, I am going to visit my friend.
Dash	This looks like a hyphen but is used to emphasise a sudden change of thought or to add additional information into a sentence. E.g. She might come to the party – you never know. Mr. O'Donnell – the man who found the wallet- was good enough to hand it into the police.
Modal Verb	These are used to change the meaning of other verbs. They can express meanings such as certainty, ability, or obligation. The main modal verbs are will, would, can, could, may, might, shall, should, must and ought. E.g. She <u>might</u> come to the party.

Parenthesis	The use of brackets, dashes, or commas to mark out additional information within a sentence. E.g. His first book (The Colour Of Magic) was written in 1989. Mr. Hardy, aged 68, ran his first marathon five years ago. Jackie – my best friend- baked me a cake for my birthday.
Relative Clause	This is a special type of subordinate clause that gives more information about a noun. It often does this by using a relative pronoun such as who or that to refer back to that noun, though the relative pronoun that is often omitted. It may also be attached to a <u>clause</u> . In that case, the pronoun refers back to the whole clause, rather than referring back to a noun. In the examples, this feature is underlined, and both the pronouns and the words they refer back to are in bold. Examples That's the <u>boy</u> <u>who</u> lives near school. [who refers back to boy] The <u>prize</u> <u>that</u> I won was a book. [that refers back to prize] The <u>prize</u> I won was a book. [the pronoun that is omitted] <u>Tom</u> <u>broke the game</u> , <u>which</u> annoyed Ali. [which refers back to the whole clause]
Relative Pronoun	Words such as who and that, which refer back to the noun, though it is often omitted.

Year 6 Terminology for Pupils	
Active	These sentences start with the ' <u>do-er</u> ' (<i>the subject</i>) then the action. E.g. The <u>school</u> arranged a visit.
Antonym	These are words with the opposite meaning to another word. E.g. <u>up</u> / <u>down</u> <u>tall</u> / <u>short</u>
Bullet Points	These are used to list information clearly.
Commas to mark phrases and clauses.	Listing E.g. The fox jumped over the back gate, scampered down the lane and into the ancient forest. Where extra information (embedded clause) is given about the subject. E.g. The <u>recipe</u> , which we hadn't tried before, is very easy to follow. E.g. Mr. Hardy, aged 68, ran his first marathon five years ago. To mark a subordinate clause E.g. If at first you don't succeed, try again. Although the snake was small, I still feared for my life.
Colon	Introductory or opening phrases (including adverbials) E.g. On the whole, snakes only attack when riled. Used before a list, summary or quote. Used to complete a statement of fact. Examples Before a list I could only find three of the ingredients: sugar, flour and coconut. Before a summary To summarise: we found the camp, set up our tent and then the bears attacked! Before a line of speech Tom asked: "May I have another cupcake?" Before a statement of fact There are three kinds of people: the good, the bad and the ugly.
Ellipsis	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 and mystery). A pause in speech "The sight was awesome... truly amazing." At the end of a sentence to create suspense Mr Daily gritted his teeth, gripped the scalpel tightly in his right hand and slowly advanced...

Hyphen	Used to show interruption (often in dialogue), to show repetition or avoid ambiguity. To show interruption "The girl is my – " "Sister," interrupted Miles, "She looks just like you." To show repetition "You-you monster!" cried the frightened woman. "St-st-stop!" stammered the boy. To avoid ambiguity Man eating shark. Man –eating shark.
Object	This is usually a noun, pronoun or noun phrase that comes straight after the verb and shows what the verb is acting upon. E.g. The children will study the <i>animals</i> .
Passive	The subject and the object change places. ACTIVE The <i>man (subject)</i> hit the <i>boy (object)</i> . PASSIVE The <i>boy (subject)</i> was hit by the <i>man (object)</i> . The 'by' part can be left off to add suspense and intrigue.
Semi-colon	Used in place of a coordinating conjunction (and, but, so). Shows thoughts on either side of it are balanced and connected. It can also separate words or items within a list. To link two separate sentences that are closely related The children came home today; they had been away for a week. In a list Star Trek, created by Gene Roddenberry; Babylon 5, by JMS; Buffy, by Joss Whedon; and Farscape, from the Henson Company.
Subject	This is usually a noun, pronoun or noun phrase that names the 'do-er' or 'be-er' It usually comes just before the verb in a statement. E.g. The <i>children</i> will study the animals.
Synonyms	These are words that have a similar meaning to another word. We use synonyms to make our writing more interesting and precise. E.g. <i>Bad</i> - awful, terrible, horrible <i>Happy</i> - content, joyful, pleased