

# Helping your child with grammar.

## Nouns, Adjectives, Verbs and Adverbs (Parts of Speech/ Word Class)

**Noun** – A naming word for a person, place or thing. E.g. boy      table      school

**Adjective** – A describing word for a noun      E.g. a tall boy    a wide table    a large school

**Verb** – An action or doing word. E.g. jump    run    read    sing    cook

**Adverb** – A word that adds more meaning to a verb. A word that describes how you did some thing.    E.g I sang loudly    He ran quickly    I slept soundly

**Prepositions** – A part of speech that indicates the relationship, often spatial, of one word to another. For example, “She paused at the gate”; “This tomato is ripe for picking”; Some common *prepositions* are at, by, for, from, in, into, on, to, and with.

## Types of Nouns:

**Proper Nouns** – a specific noun that always begins with a capital letter. The name of something. E.g Asda, Miss Reid, London, Monday, Africa, June.

**Common Nouns** – regular nouns that do not require a capital letter. E.g box, chair, table, computer, country.

**Pronouns** – a word that replaces a noun. E.g He, she, they, we, it

## Question Marks - ?

Always go at the end of a sentence when a question is being asked.

**Where did you go after school?**

**Have you revised your tables?**

**Are you hungry?**

## Vowels and Consonants

There are 26 letters in the alphabet and 5 are vowels – a, e, i, o and u.

The other 21 letters are called consonants.

## Using the Apostrophe Correctly

**An apostrophe is used for two reasons:**

1. **contraction**- joining 2 words together,

i.e. you are=you're    there are=there'll    do not=don't    will not = won't    shall not = shan't

2. **to show ownership** - when something belongs to someone, it goes before the 's', i.e. Mark's book  
Gran's glasses

**\* if it belongs to more than one person like a pair or a group, the apostrophe goes after the 's',**

E.g. the girls' markers, the boys' football team

**\* if a word is already plural, e.g children or mice, you just add an apostrophe before the 's' as normal.**

E.g. the children's pens, the mice's cheese

## Conjunctions

When you have two or more short, simple sentences which are of **equal weight** you can join them together using special words called **conjunctions**.

e.g. '*I don't like pizza.*' is a simple sentence.

'*I like pasta.*' is also a simple sentence.

You can put these together to make one, longer and more interesting compound sentence using a conjunction - *I don't like pizza, but I like pasta.*

**Another example:**

*I went to the shop and I bought some milk.*

### Example Conjunctions

and	but	or	yet	for
so	if	that	while	before
unless		because		although

## Homophones

Homophones are two words that sound the same but are often spelt differently, and have different meanings.

e.g one and won

be and bee

flower and flour

to, too and two

## Tricky Homophones

Homophones that children often confuse are:

To—indicating direction

Two—the number 2

Too—indicating an abundance of something

Your—belonging to you

You're—contraction for 'you are'.

## Direct Speech

We use direct speech to show the words actually spoken by a person. We use quotation marks (speech marks) to show direct speech. The speech marks go around the spoken words.

E.g

"*How old are you?*" the man asked.

The little boy looked at the man for a minute and then said, "*I am 6 years old.*"

**You start the speech marks before the first word spoken.**

E.g. He walked on and said, "Good to see you."

**You close the speech marks after the last word they speak, not at the end of each sentence.**

E.g. "Would you like something to drink?" Dan asked.

**When someone new speaks you must start a new line.**

E.g. "Thank you. Do you have any cola?" John requested.

"Of course," Dan answered.

**The first word of a new piece of speech must have a capital letter.**

E.g. Emma smiled and said, "Perfect!"

**The same rules of punctuation must be used in speech such as commas and question marks.**

E.g. "Do you want ice?" he continued.

**If the speech is broken up in the sentence, you must open and close your speech marks each time the person speaks.**

E.g. "I'm freezing!" exclaimed Simon; "Can someone please grab my jacket?"

## Clauses

**Clause:** In grammar, a *clause* is a group of words containing a verb. Sentences contain one or more *clauses*.

**Main Clause:** A clause which makes sense on its own e.g. Emma went for a run

**Subordinate clause:** cannot stand alone as a sentence; it relies on the main clause to make sense  
e.g Emma went for a run even though it was raining.

**Simple sentence:** a sentence with only one clause (only one verb) e.g. It was raining.

**Compound sentence:** two or more clauses joined together using a connective (e.g for, and, but)  
E.g James ran quickly but Zoe won the race.

**Complex sentence:** a sentence composed of at least one main clause and one subordinate clause, joined by a connective. E.g the students are studying because they have a test tomorrow.

**Embedded clause:** this is used to add extra information in a sentence using words such as who, which and that. E.g The boy, who was only seven, could play the piano.

## Using Commas

### **Commas in Lists:**

Commas are used to separate items in a list. We do not use a comma before the word 'and'.

- I bought grapes, apples, bananas, bread and cereal in the shop.
- Turn around, pick up your shoes, put them away and then come join us at the table.
- In the morning I have a shower, get dressed, eat my breakfast and brush my teeth before half past seven.

### **Commas for Clauses:** (Children find this quite tricky!)

Some sentences can be broken up into smaller sentences. These simple sentences are called clauses.

**She ran down the road but he chose to walk.**

This sentence is made up of **two** clauses, both of which could work on their own as simple sentences. We use clauses to explain to children when to use a comma to help break up longer sentences, or to add detail to shorter sentences.

e.g Bob is very tired.

Bob, having not slept well, is very tired.

Or: The dog tripped and fell.

The dog, who wasn't looking where he was going, tripped and fell.

The commas go around the extra information in the sentence. (embedded clause, see above) If the words inside the commas were removed the sentence would still make sense.

## Alliteration

Alliteration happens when words that start with the same sound are used close together in a phrase or sentence. The sound is usually a consonant and the words don't have to always be right next to one another.

One of the fun features of alliteration is when it becomes a tongue twister

Examples:

- The big bad bear attacked all the little bunnies in the forest.
- Shut the shutter before it makes you shudder
- Peter Piper picked a peck of pickled peppers
- She sells seashells on the sea shore.

## Similes

A [simile](#) is a figure of speech that compares two different things in an interesting way. A simile always uses the words 'like' or 'as' to compare one thing to another. Often similes are common expressions we use in everyday speech.

E.g

- As light as a feather
- As heavy as a rock
- As fresh as a daisy.

## Metaphors

Metaphors, are another way to describe an object, by likening it to something else. However, unlike a simile, a metaphor does not compare two objects but instead says one object is another.

E.g

- The snow is a white blanket.
- The hospital was a refrigerator.
- The classroom was a zoo.
- America is a melting pot.
- Her lovely voice was music to his ears.
- Life is a rollercoaster.

## **Synonyms and Antonyms**

**Synonyms** are words which are similar in meaning, e.g happy is a synonym for joyful.

**Antonyms** are words which are opposite in meaning e.g miserable is an antonym for happy.