

# Grammar



## A Parents' Guide

A guide to the new national curriculum's grammatical terms  
for those of us who weren't taught grammar at school.



Many parents were not taught grammar at school and therefore might not be confident with the topic.

The purpose of this guide is to help explain some of the terms, which your son or daughter is expected to know as part of the new national curriculum.

The following terms are covered:

**Year 1**

Words  
Letters vs. Capitals  
Punctuation  
Full Stops  
Exclamation Marks  
Singular vs. Plural  
Sentences

**Year 2**

Nouns  
Adjectives  
Verbs  
Tense  
Progressive  
Adverbs  
Noun Phrases  
Statements  
Questions  
Exclamations  
Commands  
Suffixes  
Apostrophes  
Commas  
Compound Sentences

**Year 3**

Consonants vs. Vowels  
Word Families  
Clauses  
Conjunctions  
Prefixes  
Perfect  
Prepositions  
Inverted Commas

**Year 4**

Articles  
Adverbials  
Determiners  
Pronouns  
Possessive Pronouns

**Year 5**

Ambiguity  
Auxiliary Verbs  
Modal Verbs  
Brackets  
Cohesion  
Relative Clauses  
Dashes  
Parenthesis

**Year 6**

Active and Passive Voice  
Synonyms and Antonyms  
Subject vs. Object  
Ellipsis  
Semicolons  
Colons  
Bullet Points  
Hyphens

# NOUNS

YEAR 2

A noun is the name of a  
person, place, thing or idea.

David  
Rosie  
Andy

London  
town  
pool

chair  
pencil  
brick

hope  
anger  
fear

A sentence will normally contain at least one  
noun, which will be the subject.

FOR EXAMPLE

David is running.

REMEMBER!

Other nouns in a  
sentence will be called  
objects.

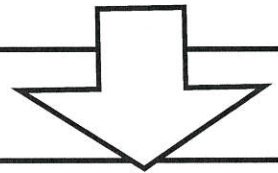




# ADJECTIVES

YEAR 2

Adjectives are describing words.

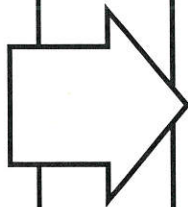


Adjectives give us more information about nouns.

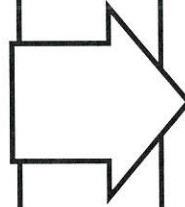


FOR EXAMPLE

the  
a  
an



silly  
pretty  
dress



trousers  
dress  
smell

adjectives

nouns

REMEMBER!

Don't use too many  
adjectives in your  
writing.



# VERBS

**YEAR 2**

A verb is an action, doing or being word.

The same verb can take different forms. This will depend on how many people, or things are doing it and when it happened. A sentence will normally contain at least one verb.

**FOR EXAMPLE**

Harry broke a pencil.

The verb is 'broke' because that's what Harry actually did.

**REMEMBER!**

Verbs let us know what's happening.





# TENSE

## YEAR 2

When a verb is affected by when something happens, this is called tense.

Describing something happening now is present tense.

FOR EXAMPLE

First person singular = I am  
Second person singular = You are

Describing something that has already happened is past tense.

FOR EXAMPLE

First person singular = I was  
Second person singular = You were

REMEMBER!

Make sure you get the right tense in your sentence.



# PROGRESSIVE

YEAR 2

The progressive form of a verb usually describes things that are happening (or in progress).

The progressive is created by combining the verb 'to be' with the verb's present participle (usually ending in ing).

FOR EXAMPLE

John is talking in class.

to be

present participle

Because 'is' is present tense, this is an example of the present progressive.

REMEMBER!

We can change 'is' to 'was' to create the past progressive.

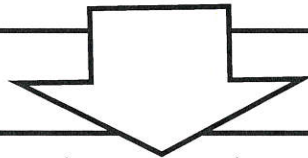




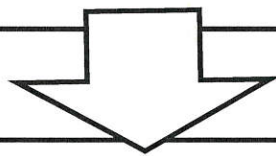
# ADVERBS

**YEAR 2**

Adverbs are describing words.



Adverbs tell us when, where, how, in what manner and to what extent a verb is performed.



**FOR EXAMPLE**

The man ran quickly.

verb

adverb

**REMEMBER!**

They can also affect adjectives or other adverbs.





# NOUN PHRASES

YEAR 2

A noun phrase is a group of words with a noun as its head.

We can build a noun phrase by adding words before it:

Cars  
Convertible cars  
New convertible cars

are lots of fun.  
are lots of fun.  
are lots of fun.

or after it

Cars with seats  
Cars with leather seats

are lots of fun.  
are lots of fun.

**REMEMBER!**

Find the noun that affects the verb to find the head.



# STATEMENTS

YEAR 2

A statement is a sentence that gives information and has a subject and a verb.

The subject will usually come first in a statement.

Contains the subject

Bill  
The cat  
Chairs

Contains the verb

drinks milk.  
hates Bill.  
are comfortable.

**REMEMBER!**

Statements are the most common type of sentence.





# QUESTIONS

**YEAR 2**

Questions are a type of sentence that ask for information.

There are different types of questions.

Yes/no questions, or closed questions only need a yes or no answer.

Some questions start with who, what, why, when, where, or how and require more information.

Alternative questions need an answer connected to the question.

**REMEMBER!**

Statements can often be turned into questions by adding a question mark.



# EXCLAMATIONS

**YEAR 2**

Exclamations are sentences that show strong feeling.

To be considered an exclamation, the sentence must start with "how" or "what". It should also contain a verb.

**FOR EXAMPLE**

How beautiful you look today!

What a ridiculous decision you have made here!

**REMEMBER!**

Don't forget your exclamation mark.





# COMMANDS

**YEAR 2**

Commands give instructions.

They use the imperative form of verbs.

When using commands, the sentence doesn't always need a subject.

**FOR EXAMPLE**

Clean my shirt.

It is suggested that 'You' would be the subject (You clean my shirt).

**REMEMBER!**

Commands can work well with exclamation marks.

# SUFFIXES

**YEAR 2**

A suffix is a group of letters, placed at the end of a word to alter the meaning or function.

Different suffixes affect words in different ways.

**FOR EXAMPLE**

child + less = childless

The addition of the suffix 'less' changes the noun to an adjective.

**FOR EXAMPLE**

banana + s = bananas

The addition of the suffix 's' makes the noun plural.

**REMEMBER!**

Suffixes always go at the end.



# APOSTROPHES

**YEAR 2**

Apostrophes have two main uses.

An apostrophe for contraction tells us one or more letters have been replaced by an apostrophe.

**FOR EXAMPLE**

**I don't care.**

An apostrophe for possession tells us that something belongs to something else.

**FOR EXAMPLE**

**Dave's iPad.**

**REMEMBER!**

Don't use apostrophes to show plurals.



# COMMAS

**YEAR 2**

Commas can help to separate items in lists.

When separating items in lists, commas are placed between all of the items apart from the last two, which are normally separated by a conjunction.

**FOR EXAMPLE**

This sandwich has cheese,  
bacon, tomatoes and  
bananas.

**REMEMBER!**

Commas have other  
uses too.





# COMPOUND SENTENCES

**YEAR 2**

Compound sentences are a multi clause sentence. They are formed when we join two main clauses.

We join the two main clauses with a co-ordinating conjunction such as 'and', 'but' and 'or'.

**FOR EXAMPLE**

My friend bought a dog and it bit him.

**REMEMBER!**

We can often replace a co-ordinating conjunction with a semi-colon.