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| **Adjectives**Describing words | **Nouns****A naming word** | **Adverbs**More information about the verb | **Co-ordinating Conjunctions** | **Subordinating Conjunctions** |
| Usually found before a nounC:\Users\teacher\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Z3LC4RLM\large-bird-on-tree-branch-yellow-166.6-15620[1].gifThe **little** bird sat on the **leafy** branch. | **Common** – everyday objects**Proper** – starts with a capital letter i.e. June, Friday, English**Collective** – group e.g. choir, team, classC:\Users\teacher\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\DGO44ZN8\choir[1].png**Abstract** – idea/emotion i.e. hope, beauty, anger  | (adjective turn to adverb – *usually*ends with an ‘ ly’).The girl played the piano **softly.**The children shouted **loudly**.Also expresses time, place and cause: **then, next, soon, therefore** | A conjunction links words or groups of words. A coordinating conjunction **joins** **two main clauses** **REMEMBER FANBOYS****f**or, **a**nd, **n**or, **b**ut, **o**r, **y**et, **s**oC:\Users\teacher\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Z3LC4RLM\blossoms-fan-512[1].pngC:\Users\teacher\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VBX2GFSP\Three-Teenage-Boys[1].png | A subordinating conjunction is also another **joining word**Bella repainted her room **because** she didn’t like pink anymore.I will pick you up at 9pm **although** that is later than I would like. |
| **Pronouns**Replaces a noun to avoid repetition | **Prepositions** Come before a noun | **Determiners**Comes before a noun | **Present Perfect**Verb to show something that happened and continues in the present.  | **Noun phrases**A phrase with a noun as its main word |
| The bird pecked the apple and ate **it** as **he** sat on a branch.**Key words**: I, me, you, he, she, we, us, they, it | Usually comes before a noun or pronoun. They often describe position or time.The dog was sleeping **under** the bed. (**position**)I haven’t eaten **since** my breakfast this morning. (**time**) | **Articles**: the, an, a**Possessive pronouns:** his, her, my, our, their, your, its**Quantifiers**: every, much, some, many, few, each  | **Key words**: ‘has’ and ‘have’ with the past tense of the verb.The band **has left** the stage.I **have gone** to work. | **It does not contain a verb** (action word):http://previews.123rf.com/images/rastudio/rastudio1109/rastudio110900044/10613977-Cartoon-Character-Lion-Stock-Vector-angry.jpgThe fierce angry **lion** with razor sharp teeth.  |
| **Sentences** | **Fronted Adverbials****Found at the ‘front’ of the sentence** | **Possessive pronouns** These tell you who / what owns the noun: | **Tenses****Past** tense: it has happenedThe boys played football in the park.**Present**: it is happening nowThe boys are playing football in the park.**Future**: it will be happening in the futureThe boys will play football tomorrow.  |
| https://img1.etsystatic.com/103/0/11236118/il_214x170.839879873_58fk.jpg**Statement:** tells you something e.g. I love seeds.**Question:** asks you something e.g. Should I eat those seeds?**Command:** tellsyou to do something e.g. Take these seeds away!**Exclamation:** exclaims about something e.g. What delicious seeds these are! | Used to describe the action that follows.**Before the sun came up**, he ate his breakfast. | The bird pecked **his** apple as he sat on a branch.**Key words**: my, yours, his, her, ours, their its |
| **Main Clause**This makes sense on its own. | **Subordinate Clause**This doesn’t make sense on its own | **Past Progressive** The action **was** happening (past). | **Present Progressive** This tells us that the action **is** happening |
| C:\Users\teacher\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\YAYTGOJ0\weather[1].jpgDespite the bad weather, **the children** **went out to play.** | It needs the main clause.**Despite the bad weather**, the children went out to play. | Will **was kicking** the ball.The girls **were baking** a cake. | …and will continue to do so.C:\Users\teacher\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Z3LC4RLM\large-Pink-cake-66.6-2972[1].gif I ***am walking*** he ***is sleeping*** they ***are baking*** |

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| **PUNCTUATION**C:\Users\teacher\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VBX2GFSP\images_(2)[1].jpg | **Capital letters** | **Apostrophes** (‘) | **At the end of a sentence** |
| **1)** Go at the beginning of a sentence: The warm and sunny day.**2)** Proper noun: names of people, places, days of the week: Mary, Friday, June, London, German**C:\Users\teacher\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\DGO44ZN8\london-skyline[1].png3)** Personal pronoun ‘I’ | 1) **Singular possession**: Sally’s bag.2) **Plural possession**: The boys’ football.C:\Users\teacher\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VBX2GFSP\football[1].gif3) **To mark contractions** (missing letters): don’t (do not), won’t (will not)4) **its** (pronoun) **/ it’s**  (contraction for ‘it is’) | a) **Full stop** – ends a statement: For example: I like swimming.b) **Question mark** – put at the end of a question e.g. Where are you?C:\Users\teacher\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FICPK72P\surprise[1].jpgc) **Exclamation mark**: to show something urgent, surprising or anger! e.g. It’s a goal! |
| **Prefixes**  | **Suffixes** | **Inverted Commas** | **Word families** |
| **A group of letters that can be added to the beginning of a root word: im, re, dis, sub, un, pre, ex, co, anti, bi, over, inter**C:\Users\teacher\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\V9FWKL8W\bicycle_01[1].gif**e.g. submarine, impolite, discourage, bicycle** | **A group of letters that can be added to the end of a root word: ness, able, less, ful, ed, er, ize, ly**C:\Users\teacher\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\WSAIJ5PP\Mr-Happy-Man[1].jpg**e.g. happily, careful, walked, energize, bigger** | Inverted commas or speech marks are used to show direct speech.Gemma asked her brother if he wanted a bag of crisps becomes: Gemma asked her brother, **“**Would you like a bag of crisps?**”**C:\Users\Administrator\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\24IGAT04\MC900215796[1].jpg | **Word families are related to each other by spelling, grammar and meaning.** medicine, **medical**, medicnoise, noisy, noiselessphotograph, photographerapply, applicant, reapply, application |
| **Commas** (,) |
| **Commas have a range of uses within a sentence. Here are some examples…****Used to separate items in a list** e.g. Sam packed his P.E. bag with: a t-shirt, shorts, long socks and trainers.C:\Users\teacher\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\V9FWKL8W\Marathon-Finish-Line[1].jpg**Used to clarify meaning** : I went to the cinema with my friend Sally and Thomas (which suggests that I went to the cinema with Sally (who is my friend) and Thomas whereas I went to the cinema with my friend, Sally and Thomas suggests that I went to the cinema with a friend, Sally **and** Thomas.**Commas after fronted adverbials: Panting with exhaustion**, Tim crossed the finishing line. **Mark a short pause:** He was, *however*, too tired to make the trip. |