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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 noun  C:\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, class  C:\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**o  C:\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.jpg](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwidnJzl9r3LAhXFDpoKHfj3CcUQjRwIBw&url=http://www.123rf.com/photo_10613977_cartoon-character-lion.html&psig=AFQjCNFrD6kRpZsNZ29vEuN60Xg0Bpe_6A&ust=1457967619199465)  The 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 happened  The boys played football in the park.  **Present**: it is happening now  The boys are playing football in the park.  **Future**: it will be happening in the future  The boys will play football tomorrow. |
| [https://img1.etsystatic.com/103/0/11236118/il_214x170.839879873_58fk.jpg](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjvxt3m-b3LAhUGJ5oKHZKiCcoQjRwIBw&url=https://www.etsy.com/market/emoticon_smiley&bvm=bv.116636494,d.d2s&psig=AFQjCNF-LMh-TtI1uAA9lvZ6xgylYCSJdA&ust=1457968418108081)**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**, medic  noise, noisy, noiseless  photograph, photographer  apply, 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. | | | |