

Tricky Words

accidentally accept actually address although answer appear arrive
beginning believe bicycle breath breathe build busy business
calendar caught centre century certain circle complete consider
continue decide describe different difficult disappear early earth
eight/eighth enough enormous exercise experience experiment
extreme famous favourite February forward fruit grammar group
guard guide heard heart height history imagine increase important
interest island knowledge learn length library many material
medicine mention minute natural naughty notice occasionally often
opposite ordinary particular peculiar perhaps popular position
possession possible potatoes pressure probably promise purpose
quarter question recent regular reign remember sentence separate
special straight strange strength suppose surprise therefore though
thought through various weight woman/women

Grammatical Terminology

Noun: Thing, place or person. (burger, table, griffin, Paris, Alice)

Adjective: To describe a noun. (beautiful, repulsive, speckled)

Verb: Action word (look, strike, leap, read)

Adverb: To describe a verb. (quickly, angrily, first, then)

Preposition: To show place. (over, above, beneath, betwixt)

Inverted Commas: Speech marks **Proper Nouns:** Nouns with capitals (Tim, India, March)

Apostrophe: To show contraction or possession (Jim's coat was wet. / I couldn't see a thing!)

Colon: To introduce a list. To add details. (Faye is a good girl: she always obeys the rules.)

Semi-colon: To show balance between sentences. (She likes rice; I like pasta.)

Parenthesis: To add detail mid-sentence. Dashes, brackets. (My cat - Reginald - is a real keeper.)

Prefix: Group of letters added to root word to change it. (**dis**appear, **re**cycle, **mis**behave)

Suffix: Group of letters added to end of root word. (dark**ness**, like**able**, entertainer**s**)



Punctuation

“What,” asked the caretaker, “have you done to my floor?”

My favourite meals are: sausage and mash; fish and chips; rag pudding and Sunday dinner.

The dog, whose name was Fido, enjoyed burying bones.

Some people enjoy school; most absolutely adore it!

On the outside he tried to stay cool. (On the inside, however, he was seething with rage.)

Determiners: Gives noun placement. (A dog, **six** dogs, **that** dog, **those** dogs, **every** dog)

Pronouns: Used instead of nouns. (I, me, you, he, she, them, it)

Abstract Nouns: Things we can't see. (anger, regret, progress, happiness, joy)

Possessive Pronouns: hers, his, yours, theirs, mine

Modal Verbs: should, would, could, might, may, can

Articles: a, an, the (An is used before a vowel sound: An egg, an ostrich, an honour)

Fronted Adverbials: Open a sentence and are usually followed by a comma

(Almost every lunchtime, In the library, On the other hand.)

Personification: Given human-like qualities. (The sun smiled on the people.)

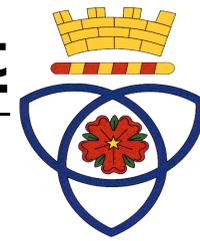
Simile: Noun likened to something else using like, as or than (Like a fish, As fast as a thief)

Metaphor: A noun is described as something it is not. (Warrior trees stood in formation.)

Synonyms: Words with the same meaning. **Antonyms:** Words which mean the opposite.



Parkfield Primary School - English Mat



How to Improve Sentences

The battered, beaten bird sat bravely on the edge of the roof.

The brown bird bobbed bravely by the broken chimney.

The bird sat on the roof, fit to bursting after his last meal.

The magnificent bird sat on the old, rusty roof.

The hawk-like bird hovered above the slate roof.

The bird sat on the roof like a statue.

Add in

SFX

Add on

The bird sat on the roof.

Change words

-ed -ing -ly

Reverse syntax

The pigeon landed on the roof.

Exhausted, the bird sat on the roof.

On the roof, the bird sat.

The bird perched on the slates.

Watching, the bird sat on the roof.

On the roof, sat the bird.

Nervously, the bird sat on the roof.

Sentence Structuring

Full Sentences or Fragments?

Sentences need a *noun* and a *verb*. The verb need to change the noun.

The boy ran. This is a full sentence. The boy is the noun and he was running.

bounding across the fields. This is **not** a full sentence. There **is** a noun and a verb but the fields are **not** bounding. This is a phrase.

Sub-ordinate Clauses and Conjunctions

The boy ran, **bounding across the fields.** This is now a **sub-ordinate clause**. It needs the main clause to become part of the full sentence.

The boy ran **because he was hungry.** This is also a sub-ordinate clause but it is linked by a **conjunction** (because).

Other conjunctions include: **and, but, or, yet, so, nor, whilst, if, though**

(The boy ran whilst his mother watched. The boy ran yet he never broke into a sweat.)

Relative Clauses

A relative clause is a type of sub-ordinate clause and can be introduced using: that, which, who, whom or whose.

The book that we bought last year has been read so many times now.

Here, you don't need commas because the book is being identified. It is the book that we bought last year which is being spoken about.

The book, which he wrote when he was 21, is very interesting.

Here, you can use commas. It is extra information. It is not helping to define which book you are talking about. Relative clauses used like this are often called **embedded** clauses.

Beware Fragments!

Always check that your sentence has a noun and a verb. The verb must be linked to your noun (or subject). If not, you're writing in fragments.