

## EGPS Subject Knowledge

### Word classes

#### Nouns (Y1)

Nouns **name** a person, animal, place, thing or idea.

Type of Noun	Definition	Examples
Common (ordinary)	name for an ordinary object or animal	table, chair, dog
Proper	the name of a particular person, place or thing	Paris, Bradford
Specific	the name of something particular within a broad category	poodle
Abstract	name of something that can't be felt or touched	anger, love, fear
Collective	name for a group of things	flock, herd
Possessive	shows ownership by adding 's or s	dog's bone
Uncountable	something that can't be counted, often used with words such as much or little bit	water
Compound	2 words put together to make a word with a different meaning. The 2 singular words have different meanings	bedroom, rainfall, greenhouse, haircut

#### Adjectives (Y1)

Adjectives **describe** nouns. They add more information to the noun and describe somebody or something (quantity, quality, size, age, shape, colour, place of origin or purpose of the noun).

Adjectives either come **before a noun or after verbs**.

E.g. The **big, brown** dog/ The dog was **big**.

What **lovely** shoes/ Those shoes look **lovely**.

Children should also be taught that adjectives have different shades of meaning: blazing, scorching, burning, boiling, hot, warm, lukewarm, tepid (**provide word bank to help extend vocabulary**)

#### Subject and Object (Y1)

The **subject** is the person or thing doing the action.

The **object** is the person or thing affected by or receiving the action.

E.g. The **cat** walked on the **carpet** - The cat is the subject and the carpet is the object.

#### Subject and Verb Agreement (Y1)

The subject is who or what the sentence is **about**.

The verb is what the subject is **doing**.

**The subject and verb MUST agree.**

If there is one subject, the verb must be singular.

If there is more than one subject, the verb must be plural.

E.g. The boys run quickly/ The boy runs quickly.

#### Verbs (Y1)

A verb is a **doing** or **being** word.

It expresses:

- an action            **to run/ to sit/ to walk**
- a state                **I believe/ I am**

**Auxiliary verbs** are 'helper verbs'.

The most common are **'to be'**, **'to have'** and **'to do'**.

They are placed before the main verb.

- E.g. I **am** running.  
I **have** got it.  
She **has** arrived.  
I **do** need it.

Most verbs are **regular**. In the present tense, regular verbs only add an **'s'** in the third person singular e.g. She sings.

Spend time looking at the irregular verb **'to be'** because children should be confident in subject verb agreements.

Children need to be confident in changing from present to past tense.

Most regular verbs add **'ed'** when changing from present to past tense e.g. jump/jumped. However, some don't.

E.g. run/ran, go/went, eat/ate, learn/taught, give/gave.

The **progressive tense** shows repeated or continuous actions. It is formed by using the verb **'to be'** followed by the **present participle**.

	<b>Tense</b>	<b>Example</b>
<b>Y2</b>	Present Progressive	I am coming.
<b>Y2</b>	Past Progressive	I was coming.
<b>Y3</b>	Future Progressive	I will be coming.
<b>GD</b>	Present Perfect Progressive	I have been coming.
<b>GD</b>	Past Perfect Progressive	I had been coming.
<b>GD</b>	Future Perfect Progressive	I will have been coming.

The **perfect tense** shows action already done. It is formed by the appropriate tense of the verb **'to have'** plus the **past participle** of the verb.

<b>Tense</b>	<b>Example</b>	<b>Explanation</b>
Present Perfect	I have seen it.	Present tense of <b>'to have'</b> plus particle.
Past Perfect	I had seen it.	Past tense of <b>'to have'</b> plus particle.
Future Perfect	I will have seen it.	Future tense of <b>'to have'</b> plus particle.

**Modal verbs (Y5)** are auxiliary verbs used to change the meaning of other verbs and can't be on their own.

The main modal verbs are **can, could, may, might, will, would, must, shall, should, ought to**

**NB: could, would and should are followed by HAVE not OF**

They create meanings of:

- **certainty:** e.g. will
- **ability:** e.g. can

- **possibility:** e.g. should
- **intention:** e.g. will
- **obligation:** e.g. ought to

They don't use an 's' for the third person singular.

They make questions by inversion e.g. 'she can go' becomes 'can she go?'

They are followed directly by the infinitive of another verb e.g. without, to.

### Was and were - tenses

Person	Singular pronoun	Plural pronoun
1 <sup>st</sup> person	I was	We were
2 <sup>nd</sup> person	You were	You were
3 <sup>rd</sup> person	He / She / It was	They were

### Tenses

Verbs can be written in the past, present or future tense.

Verb	Past	Present	Future
to sleep	slept	sleeping	to sleep
to think	thought	thinking	to think

Each tense comes in two forms - progressive (**harder to learn**) and perfect (**easier to learn**).

### Past Tense (Y2)

Past tense is used to describe events that happened before now - "Yesterday, I ..."

Children struggle with irregular past tense verb endings (e.g. flew, rode, went, ate) and spelling - ed words.

<b>Progressive past tense</b>	uses an auxiliary verb to suggest that the action was ongoing or continuous	He <u>was running</u> . She <u>was speaking</u> . They <u>were walking</u> .
<b>Perfect past tense</b>	is the perfect form of the verb, usually one word, finite	He ran. She spoke. They walked.

### Present Tense (Y2)

Present tense suggests that something is happening now e.g. "Today, I ..."

<b>Progressive present tense</b>	uses an auxiliary verb to suggest that the action is ongoing or continuous	He is running. She is speaking. They are walking.
<b>Perfect present tense</b>	is the finite, perfect form of the verb.	He runs. She speaks. They walk.

### Future Tense (Y3)

Future tense expresses an intention for something that will / may happen in the future e.g.

"Tomorrow, I ..."

It usually uses "will" as an auxiliary verb.

<b>Progressive future tense</b>	I will be running. She will be speaking. They will be walking.
<b>Perfect future tense</b>	I will run / have run. She will speak / have spoken. They will walk / have walked.

### Adverbs (Y2)

Adverbs add more information to the verb by telling you how, when and where a verb (action) is done.

<b>how (manner)</b>	slowly, fast, still
<b>when (time)</b>	yesterday, now, soon
<b>where (place)</b>	outside, here, away

Lots of adverbs end in 'ly' and this is a really good way for children to spot them.

E.g. quickly, cautiously, slowly, quietly, loudly

**But not all adverbs end in 'ly'.**

E.g. hard, far, fast

### Sentence types (Y2)

<b>Questions</b>	ask someone something and end with a question mark. Require an answer.	Did the boy stand up?
<b>Explanations</b>	start with what or how.	What lovely hair she has. How tall she is.
<b>Statements</b>	tell someone a fact or piece of information.	The boy stood up.
<b>Commands</b>	order (instruct) someone to do something and often end with an exclamation mark.	Stand up! Sit down!

### Conjunctions (Y2)

Conjunctions are words used to link clauses within a sentence.

**Coordinating conjunctions (FANBOYS)** join two clauses of equal weight

E.g. for, and, nor, but, or, yet, so

**Or = either**

**Nor = neither**

**Subordinating conjunctions** go at the beginning of a subordinate clause.

E.g. when, if, because, that, before, after, until, although

### Comparative and Superlative adjectives (Y2)

<b>Comparative</b> - compares two things and usually ends in <b>-er</b> or uses the word <b>more</b> .	<b>adjective + er</b>	fast/ faster	The red car is <b>faster</b> than the blue car.
	<b>more + adjective</b>	comfortable/ more comfortable	The blue car is <b>more</b> comfortable.
<b>Superlative</b> - compares more than two things and usually ends in <b>-est</b> or uses the word <b>most</b> .	<b>adjective + est</b>	great/ greatest	This school is the <b>greatest</b> school in the world!
	<b>most + adjective</b>	expensive/ most expensive	It is the <b>most</b> expensive camera I've ever used.

We use **more / most** if the adjective is 3 or more syllables long (more beautiful rather than beautifuller).

We never use **more + er** (more prettier) or **most + est** (most prettiest).

**Irregular comparative and superlative adjectives** do not fit the rules:

E.g. good, better, best, bad, worse, worst, far, further, furthest

### Homophones (Y2)

Homophones are words that sound the same but are spelt differently.

E.g. see and sea/ write and right.

### Homonyms (Y2)

Homonyms are words that are spelt or sound the same but have different meanings.

E.g. fine (okay) and fine (owed money), club (place to dance) and club (large heavy object), rock (type of music) and rock (made of stone).

### Changing one word class to another

Children should be taught to change one word class to another. This could be done as part of a spelling lesson.

E.g. Give children a word root (e.g. struct - to build)

Make a **noun** (construction)

Make a **verb** (construct)

Make an **adjective** (constructive)

Make an **adverb** (constructively)

### Determiners (Y3)

Determiners are used in front of nouns (**must always be followed by a noun**) to indicate whether you are referring to something specific or something of a particular type.

E.g. These apples are rotten/ A man sat with an umbrella

<b>Articles</b>	the, a, an
<b>Numbers</b>	fifty, forty
<b>Possessives</b>	my, your, his, her, its, our, their
<b>Demonstratives</b>	this, that, these, those
<b>Quantifiers</b>	some, lots of

### Pronouns (Y3)

A pronoun replaces a noun in a sentence. They make sentences more cohesive and avoid repeating names of things e.g. **he, she, his, her, it, they, I**

Type of pronoun	Use	Examples
<b>Personal pronouns</b>	replace the subject or object within a sentence	I, me, he, him, she, her, they, them, it
<b>Possessive pronouns</b>	act as markers of possession	mine, yours, his, its, ours
<b>Reflexive pronouns</b>	refer back to a subject of a clause or a sentence	myself, herself, themselves, ourselves
<b>Indefinite pronouns</b>	refer to an identifiable but not specific person or thing	someone, anything, nobody, something, anyone
<b>Interrogative pronouns</b>	are used to ask questions	who, whom, whose, which, what
<b>Relative pronouns</b>	are used to link phrases and clauses	which, who, whose, which, that

### Prepositions (Y4)

Prepositions are placed before a noun or its equivalent to mark some relation of time, position or direction.'

<b>Position</b>	on / under / in / at / by	The book is on the table.
<b>Time</b>	at / during / on / before	The letter arrived on Monday.
<b>Direction</b>	to / over / through / in	I went through the woods.

E.g. The bike was inside the shed, next to an old wheelbarrow and in front of a bench.

It is also used for the relationship between the object and the rest of the sentence.

E.g. He played football until it got dark.

### Figurative Language

Literally, figurative language means **descriptive** writing. We use this to make our writing more **expressive and interesting**.

**Simile (Y2)** - This says something is like something else using the key words 'like' or 'as'.

E.g. It was as hot as the sun. She jumped like a frog.

**Metaphor** - This says something is something else.

E.g. The fire was the sun, blazing through the night.

**Onomatopoeia (Y2)** - A word that describes the sound it describes.

E.g. The paper rustled. 'Pop!' went the balloon.

**Alliteration (Y2)** - Alliteration is a literary device in which the same sound appears at the beginning of two or more consecutive words.

E.g. Frank's photo fell in the forest.

### Prefixes (Y1)

A prefix is a group of letters placed at the start of a word and changes its meaning.  
E.g. illegal, irrelevant, midnight.

### Suffixes (Y1)

A suffix is a group of letters placed at the end of a word and changes its meaning.  
E.g. childish, greatness, collection.

### Plurals (Y1)

Plurals are nouns that name more than one thing.

Word Type	Making the plural	Examples	Exceptions
Most words	Add <b>-s</b> to the word	dogs, schools, houses	Lots - see below!
Words that end in <b>-s, -ss, -ch, sh, -x, -z</b>	Add <b>-es</b> to the word	matches, pushes, boxes, losses, fizzes,	
Words that end in <b>-f</b>	Change the <b>-f</b> to <b>-v</b> and add <b>-es</b>	loaves, hooves, calves	roofs, dwarfs, chiefs
Words that end in <b>-y</b>	Change the <b>-y</b> to an <b>-i</b> and add <b>-es</b>	ladies, stories, ponies	Words that end in <b>-ey</b> (keys, donkeys), and some that end in <b>-ay</b> (days, trays).
Words that end with a consonant and <b>-o</b>	Add <b>-es</b>	tomatoes, volcanoes, potatoes	pianos, halos

### The Subjunctive - using were (Y6) - If I were a boy Beyoncé song

The subjunctive is used to express intention or proposal about the future. It requires use of the verb in its basic form rather than its normal tense form.

E.g.

I wish I **were** home now.

I wish it **were** the weekend.

If I **were** you, I'd get in touch with Olivia before she leaves for Australia.

If I **were** still living with John, I'd be much better off, but I wouldn't be so independent.

### Sentence Structure

#### What is a sentence? (Y1)

'At midnight yesterday evening, the beautiful princess was seen fleeing from the magnificent ball, very tearfully, along the moonlit path behind the palace.'

This is a simple sentence because it does not have a subordinating conjunction in it!

Children are taught that a sentence 'is a group of words that go together to make sense'.

Within that sentence, there are smaller chunks of sense:

**Words** build to make **phrases** - phrases don't make sense on their own.

**Phrases** build to make **clauses**

**Clauses** are **sentence** - clauses/ sentences must have a subject and verb.

#### Phrase (Y1)

A phrase is a group of words that have a unified function in a sentence. They can act like nouns, adjectives and adverbs.

However, they don't have a subject doing a verb so don't make sense on their own.

E.g. some beautiful people

### Noun Phrase (Y1)

A noun phrase is a group of words functioning as a noun.

E.g. The big dog ate a bone.

The small, yapping dog with the big nose ate a bone.'

**NB: A noun phrase can be replaced with a pronoun.**

### Adjectival Phrase (Y2)

An adjectival phrase is a group of words functioning as an adjective.

E.g. The **small, yapping** dog was jumping.

The dog **in the garden** was jumping.

The **small, yapping dog in the garden** was jumping.

### Adverbial Phrase (Y4)

An adverbial phrase is a group of words functioning as an adverb and tells you more about the verb (can be more than one word).

**A simile is an adverbial phrase.**

**An adverb can be an adverbial phrase.**

Adverbials answer questions like:

	Examples
<b>Where?</b>	Tom hid the box <b>under the stairs</b> .
<b>When?</b>	Tom hid the box <b>before breakfast</b> .
<b>How long?</b>	Tom hid the box <b>for a week</b> .
<b>How often?</b>	Tom hid the box <b>every day</b> .
<b>How?</b>	Tom hid the box <b>by covering it with coats</b> .
<b>Why?</b>	Tom hid the box <b>so Lauren couldn't find it</b> .
<b>With whom?</b>	Tom hid the box <b>with Anne</b> .

E.g. Laura will finish **soon**. **Soon** is an adverb that tells us when Laura will finish.

Laura will finish **in a few minutes**. **In a few minutes** is an adverbial that tells us when Laura will finish.

Julie sat **with her legs crossed**.

**When it rained**, the children ran inside.

Claire knocked **because she wanted to come in**.

### Clause

A clause is a group of words that has a subject and a verb.

E.g. She fled.                      subject verb

The beautiful princess was seen fleeing.

noun phrase verb chain

subject verb

**Main (independent) clause - big and strong and can survive on its own.**

A sentence contains one main clause.

A simple sentence consists of one main clause so it can be a complete sentence by itself

As long as there is only one verb there is only one clause.

E.g. Kate played tennis/ She ate her tea/ At midnight yesterday evening, the beautiful princess was seen fleeing from the magnificent ball, very tearfully, along the moonlit path behind the palace.

**Subordinate (dependent) clause - small and weak and will die on its own.**

Starts with a subordinating conjunction (**when, before, after, until, because, if**) which means it doesn't make sense by itself.

E.g. **when** it is time to go home/ **because** she liked picking flowers

Subordinate clauses can go:

1. before the main clause
2. at the end of the main clause
3. embedded within the main clause

The position of the subordinate clause affects the effect of the sentence.

**Relative clauses** act like adjectives by adding information to the noun. They are embedded within the main clause and start with a pronoun e.g. **who, whom, which, that**

E.g. The dog, which was called Rover, was barking.

We can use relative clauses to join two English sentences, or to give more information about something.

E.g. I bought a new car. It is very fast → **I bought a new car that is very fast.**

She lives in New York. She likes living in New York. → **She lives in New York, which she likes.**

A **defining relative clause** tells which noun we are talking about:

E.g. I like the woman who lives next door.

(If I don't say 'who lives next door', then we don't know which woman I mean).

A **non-defining relative clause** gives us extra information about something. We don't need this information to understand the sentence.

E.g. I live in London, which has some fantastic parks.

(Everybody knows where London is, 'which has some fantastic parks' is extra information).

**Non-finite clauses** are incomplete verbs and end in 'ing'

E.g. Smiling to himself, Robin at last returned to the forest.

**Embedded clauses** are clauses that are in the middle of sentences. They are separated from the rest of the sentence, usually by commas.

To make a sentence with an embedded clause:

1. Write a simple sentence: The boy walked home.
2. Think about some extra information about the boy - e.g. he was very tired.
3. Put the extra information in the middle of the sentence with commas either side of it.

**The boy, who was very tired, walked home.**

### Oral Construction (build sentences using strips of paper)

The cat walked.

The **fat** cat walked.

**Slowly**, the fat cat walked.

Slowly, the fat cat walked **up the hill**.

Slowly, the fat cat **meandered** up the hill.

Slowly, the fat **tabby** meandered up the hill.

Slowly, the fat tabby meandered up the **steep** hill.

### Compound Sentences

A compound sentence has **two** or more independent main clauses (simple sentences) joined together by using a **coordinating conjunction (FANBOYS)**.

The clauses are of **equal weight**.

They are all main clauses.

A main clause, when removed from a sentence still makes sense on its own - **big and strong and can survive on its own**.

E.g. The boy sang. The girl danced.

Each of these is a main clause (a simple sentence) and can stand independently.

The boy sang **and** the girl danced.

The boy sang **but** the girl danced.

The boy sang **so** the girl danced.

The boy will sing **or** the girl will dance.

A pronoun replaces a noun. They make sentences more cohesive and less repetitive.

E.g. he, she, it, they, I

### Complex Sentences:

A complex sentence consists of one main clause and one or more subordinate clauses.

A main clause, when removed from a sentence, makes sense on its own.

A subordinate clause, when removed from a sentence, will not make sense on its own - It needs the main clause to make sense.

Therefore, A complex sentence is a sentence which has a main piece of information (which could be a sentence on its own - main or independent clause) and some extra information that includes a verb (which could not be a sentence on its own - the subordinate or dependent clause).

E.g. They had fish and chips after they watched the football match.

They had fish and chips - this is a sentence on its own.

after they watched the football match - this is not a sentence on its own.

If the main clause comes first then you don't need a comma. If you write the part that doesn't make sense on its own first, we do need a comma.

E.g. The bus crashed when it hit the ice.

When it hit the ice, the bus crashed.

### Double Negatives:

The use of two negatives in a sentence is called a double negative. The two negatives cancel each other out, so the meaning is positive.

E.g. We didn't see nothing.

The two negatives in this sentence are **didn't** and **nothing**. If we didn't see nothing that means we must have seen something.

### I and Me

These are words that refer to yourself. When you talk about yourself with another person it is tricky to know whether to use I or me.

E.g. You and I went skating - OR - You and me went skating.

To work out which to use, try the sentence just for yourself.

I went skating/ Me went skating.

Therefore the correct sentence is: You and I went skating.

### Direct and Indirect Speech

**Direct speech** shows exactly what somebody has said. This is shown with speech marks when written.

**Indirect speech** tells you what someone else said, thought or felt. It doesn't need speech marks. When you change direct speech into indirect speech you might need to change: **pronouns, place and time expressions** and/or **tenses**.

You might also need to add in extra words such as: **that, if, whether**.

### Formal and Informal Writing

Formal writing is impersonal and usually uses the third person.

Informal writing is personal and chatty.

	Formal	Informal
Uses chatty phrases such as <b>well, you know, like, anyway</b> .	No	Yes
Use contractions.	No	Yes
Uses more exclamation marks.	No	Yes
Uses abbreviations.	No	Yes
Uses mostly short, simple sentences.	No	Yes
Uses complex sentences.	Yes	No
Uses mainly the third person.	Yes	No

### Standard English

Standard English is English that follows accepted rules of grammar and that many people believe to be 'correct'. It tends to follow the same rules in all situations and is very useful in formal situations.

TOP TIPS

- Make sure subjects and verbs agree.
- Avoid double negatives.
- Avoid idioms.
- Make sure tenses are correct.

### Impersonal Writing

Impersonal writing avoids personal pronouns (I, he, she, we, you, our, us).

It avoids using emotional words to influence the reader.

E.g.

PERSONAL: Lots of people know that the tests are far too hard for children like us.

IMPERSONAL: It is generally believed that the tests are too hard.

To change from personal to impersonal:

- Look for the personal pronouns and take them out if there are any.
- Look for emotional words and take them out if there are any. E.g.

E.g. I thought that the train ride was a total disaster.

It is thought that the train ride was disappointing.

## Punctuation

### Capital Letters (Y1)

Capital letters are used in four ways:

- At the beginning of a sentence.
- Proper nouns: names of people, places, languages, days, months, religions, religious and public holidays.
- For the personal pronoun I (**always stands tall and strong when it's on its own**).
- For the main words in titles e.g. story books, newspaper articles.

### Full Stops (Y1)

Full stops are used in two ways:

1. At the end of a sentence e.g. The big dog was barking.
2. At the end of a word that has been shortened e.g. Mr. Mrs. Dr.

### Question Mark (Y1)

Question marks are used at the end of a sentence that asks somebody something and requires an answer.

E.g. Who was that? / You're leaving already?

### Exclamation Mark (Y1)

Exclamation marks are used at the end of a sentence to express strong emotion in four ways:

Exclamative: What a mess! / How well you've done! (Exclamation)

Imperative: Get out of here! (Command)

Declarative: It's a goal! (Statement)

Interjection: Oh no!

### Commas (Y2)

Commas are used in many ways:

- To separate speech from the reader (if no other punctuation is used).
- To separate items in a list e.g. My favourite foods are pasta, pizza, crisps and chocolate/ I got home, had a bath and went to bed.
- After a subordinate clause which begins a sentence (in a complex sentence).
- Before the words **and**, **or**, **but**, **yet** or **while** when they join two sentences. E.g. The exam is tomorrow, but I have an opticians appointment then.
- To separate extra information in the sentence (usually in pairs) e.g. Anna, during playtime, bumped her head.
- To separate the name or title of the person being directly addressed: E.g. Will you, Peter, go and hand out the books/ Well done, Karen. **NB: Important for marking!**
- To separate a question from a statement e.g. You will sing, won't you?

### 'The Comma Splice' (Y2)

This refers to the incorrect use of the comma (using it in place of a full stop).  
Rule of thumb - if you can substitute a full stop, you don't need a comma!

### **Apostrophes (Y2)**

There are two uses of the apostrophe. **Pregnant ladies having contractions.**

**To show omission:** To show where a letter or letters are missed out of a word (contractions).

E.g. can't = can not    she's = she is

**To show possession:** To show that something belongs to someone or something.

E.g. Amanda's key/ Mia's shoes/ the boys' game/ the cat's tail/ my parents' car

#### **Rules for Possession**

1. If the word doesn't end in **s** then add **'s**.
2. If the word does end in **s** just add **'**.
3. EXCEPT you can add **'s** if you would say the double **s**. E.g. James's trainers.

### **Inverted commas (Y3)**

Inverted commas mark the beginning and end of direct speech (what somebody says). In books, single speech marks ' ' are often used but in written work, we use double speech marks " ".

#### **4 Golden Rules**

1. Put " " around what the speaker says and all the punctuation.
2. A new speech sentence starts with a capital letter (even if it is in the middle of another sentence).
3. Separate what was said from the speaker with a comma unless there is already a ? or an !.
4. Start a new paragraph if a sentence has a new speaker saying something.

### **Parenthesis (Y5)**

A parenthesis is an extra word or phrase added to a sentence. It can be used to:

- show what someone is thinking
- add extra information for the reader
- explain the meaning of a word
- emphasise/ elaborate a point

Parenthesises are usually written in brackets, between commas or between dashes and all perform similar functions.

Examples:

Adam (who is rather strange) collects plastic bottles.

Adam - who is rather strange - collects plastic bottles.

Adam, who is rather strange, collects plastic bottles.

### **Brackets (Y5)**

They are useful for separating off parts of a sentence which introduce subordinate information which could be omitted.

E.g. Three further companies (Capital One, Easyspend and Quickmoney) said they would notify me in ten days.

### **Dashes (Y5)**

Dashes are used mainly in informal writing so children should be taught to use them in the right context e.g. letters to friends, cards, notes.

They can be used in two ways:

1. To replace colons, semi-colons, commas or brackets.  
E.g. It was a good day out - everyone enjoyed it.

- To introduce afterthoughts, particularly those of a surprising or unexpected nature.  
E.g. Tom says that haggis is good for you - I'd rather not try it though!  
I got 4 numbers on the lottery but lost my ticket - typical!

### Semi-colons (Y6)

Semi-colons can be used in three ways:

- To separate two main clauses (sentences) that are closely related to each other.  
E.g. In winter the snow was freezing cold; in summer the sun was blazing hot/ I liked the book; it was a pleasure to read.
- To separate items in a list if the items consist of longer phrases e.g. I need large tomatoes; half a pound of unsalted butter; a kilo of fresh pasta; a tin of tuna and a jar of black olives.  
However, you don't need to use a capital letter for the second sentence.
- In the place of a connective.  
E.g. Linda went to zumba; she really didn't want to.

### Colons (Y6)

Colons can be used in two ways:

- After a full sentence before a list.  
E.g. I had to pack my school bag for the trip: my lunchbox, a waterproof coat and sun lotion.
- To separate two sentences where the second sentence expands on the first sentence.  
E.g. The book was useful: it told him everything he needed to know.

### Hyphens (Y6 GD)

Hyphens are short dashes between two words. **Hyphen hunt - spot the mistakes on posters, in shops, on road signs.**

Hyphens are used for	Examples
Compound nouns where the second part is a short word e.g. <b>in off up by</b>	mother-in-law, hang-glider, a break-in, a mix-up, a write-off, a passer-by
Verbs made from two nouns	to ice-skate
Compound adjectives	green-fingered, long-eared, well-known, ten-year-old
Words with a prefix e.g. <b>re co non ex</b>	re-examine, co-operate, non-smoker, ex-wife
For clarity - to distinguish words and avoid ambiguity	re-sign/resign The man eating shark/The man-eating shark
Writing fractions and numbers less than 100 as words	one-sixth, forty-seven

### Ellipsis (Y6)

An ellipsis is a set of three dots which show that something has been omitted or is incomplete. There are three ways of using ellipsis:

- In formal writing when a word or words are missed out of a quote. E.g. The mayor said, "Our schools give the best education ..."
- In informal writing to show a character trailing off in speech. E.g. "Perhaps they won't mind..." stammered Alex.
- A pause for emphasis or thought. E.g. She looked...she waited...she crossed.

### **Antonyms (Y6)**

Antonyms are words that have opposite meanings. You can often make an antonym using a prefix (happy - unhappy). Other antonyms can be totally different words (real - artificial).

### **Synonyms (Y6)**

Synonyms are words that have similar meanings. Using synonyms avoids repetition and makes writing more interesting. Children can use a **thesaurus** to do this.

E.g. **Silent** - still, hushed, tranquil, peaceful, calm

### **Selecting Words Closest/Opposite in Meaning**

Children will have to select a word (from a choice of 3) that is closest or opposite in meaning. This is very difficult to prepare the children for as there is no way of knowing which words will come up. Generally, it is just important that we use as wide a range of possible of vocabulary and foster a culture where children feel confident to ask if they do not understand what a word means.

### **Ranking Words**

Ranking words is putting them in order according to their meaning.

E.g. talk, shout, whisper, call - quietest to loudest = whisper, talk, call, shout.

### **Concision**

Concision is being able to say everything you want to say in as few words as possible. Children need a large vocabulary to do this.

### **Etymology**

Etymology is the study of the origins of words. It looks at where words came from and how they have changed over time. Children will not have to name derivations, but will have to write modern words related to the origin. E.g.

Word root - aqua	Origin - Latin	Meaning - Water	Examples -
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### **Idioms**

Idioms are a group of words that do not mean exactly what they say. Its purpose is to convey meaning in a more colourful way.

E.g. It was raining cats and dogs/ The tickets cost an arm and a leg/ Please lend me a hand.

## **Common Exception Words**

### **Year 1 (45 words)**

the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our

### **Year 2 (64 words)**

door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas

### **Year 3 and 4 (109 words)**

accident(ally), actual(ly), address, answer, appear, arrive, 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, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though, although, thought, though, various, weight, woman, women

### **Year 5 and 6 (104 words)**

Accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise (critic + ise), curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (-ped, -ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht