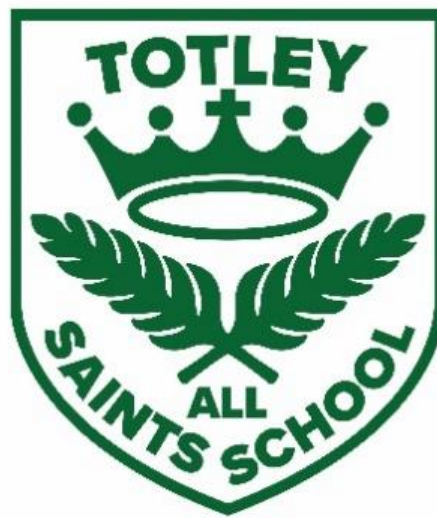


Grammar Booklet for Parents



**FS2 – Y6
Word Classes**

At the beginning of the learning journey, children learn that nouns are the words that we use to name things. They may create noun phrases such as 'the dog' or 'a hat' to name things. Nouns form the 'subject' of our writing. Pronouns such as he/it/they can be used to avoid repetition of the noun.

NOUN

A **noun** is the name of a person, place or thing e.g. the **dog**. **Proper nouns** begin with a capital letter.

Common	Proper	Abstract	Concrete
boat	Sheffield	happiness	tree

As children begin to combine words to describe what is or has happened, they begin to know that verbs are the words that we use to describe action or states of being. When children are confident with basic verbs (e.g. run), they can begin to make more precise and adventurous choices (e.g. sprinted, jogged).

VERB

A **verb** is an action word or state of being. Verbs have different tenses to show when an action happened.

action	run	sleeping	played
state	to be <small>(am/are/is/was/were/being/been)</small>	to do <small>do/did/done</small>	to have <small>have, has, had, having</small>
modal	will	might	should

A **dog** **ran** after the **car**.

Once children can link nouns and verbs to create phrases and simple sentences (or main clauses), they begin to join ideas together and learn that conjunctions like 'and' help us to join ideas and to create compound sentences.

CONJUNCTION

Conjunctions join words, phrases or clauses. A coordinating conjunction links two **main clauses** or coordinates words in the same clause.

FANBOYS	for	and	nor
but	or	yet	so

He read a book **and** painted a picture.

It was sunny **but** chilly.

Learning that nouns can be described by using words that we call adjectives, gives children the skills to make their simple and compound sentences more descriptive and interesting. Children expand nouns by using increasingly sophisticated vocabulary as they progress through school.

ADJECTIVE

An adjective adds detail to expands a **noun** e.g. The **green shoes**; **Pikachu** is **cute**.

opinion	size	age	shape
colour	origin	material	purpose

A **small, orange, wooden train** was in the **box**.

Once children are confident at extending sentences to create compound sentences, they learn to vary the way they extend their sentences by introducing subordination (using subordinate conjunctions). As they become more skilled at using subordination in conjunction with a main clause, they may vary their word order and examine the effect of beginning sentences with subordination or at creating multi-clause sentences and when is best to do this in their writing.

CONJUNCTION

A **subordinating conjunction** introduces a subordinate clause and connects it to the main clause.

after	as	although	since
because	that	when	if

After running the race, she felt tired.

It was late **when** they got home.

Children begin to understand that verbs, adjectives and adverbs can be modified by adverbs or adverbial phrases, in order to further describe the subject and events of their writing.

ADVERB

Adverbs can be used to give information about how, when, where, how often, or how much. They can modify a verb (e.g. runs **quickly**, **quickly** runs), an adjective (e.g. **extremely** small), or another adverb (**very** **closely**).

always	very	happily	early
never	almost	eventually	well

They **all** smiled **cheerfully**.

The house was **almost** clean.

More confident writers may use several nouns within a sentence, and prepositions allow us to show the relationship between these nouns.

PREPOSITION

A **preposition** shows the relationship between two nouns.

<u>time</u>	before	after	at 6 o'clock
<u>direction</u>	along	toward	down
<u>position</u>	below	inside	on

Eat your sandwiches **before** your cake.

The mouse hid **under** the table.

The name we give to the word that determines the kind of reference a noun or noun group has, for example a, the, every.

DETERMINER

Determiners come before a **noun** e.g. **the chair**.

Article	a	an	the
Possessive	our	her	my
Demonstrative	that	this	those
Quantifier	some	every	two

Our curriculum is sequenced so that children master using the different classes of words with increased understanding and control as they move through school.

When is each word class first introduced?

	FS2	Y1	Y2	Y3	Y4	Y5	Y6
noun	√						
verb	√						
coordinating conjunction		√					
subordinating conjunction			√				
adjective		√					
adverb			√				
preposition				√			
determiner						√	