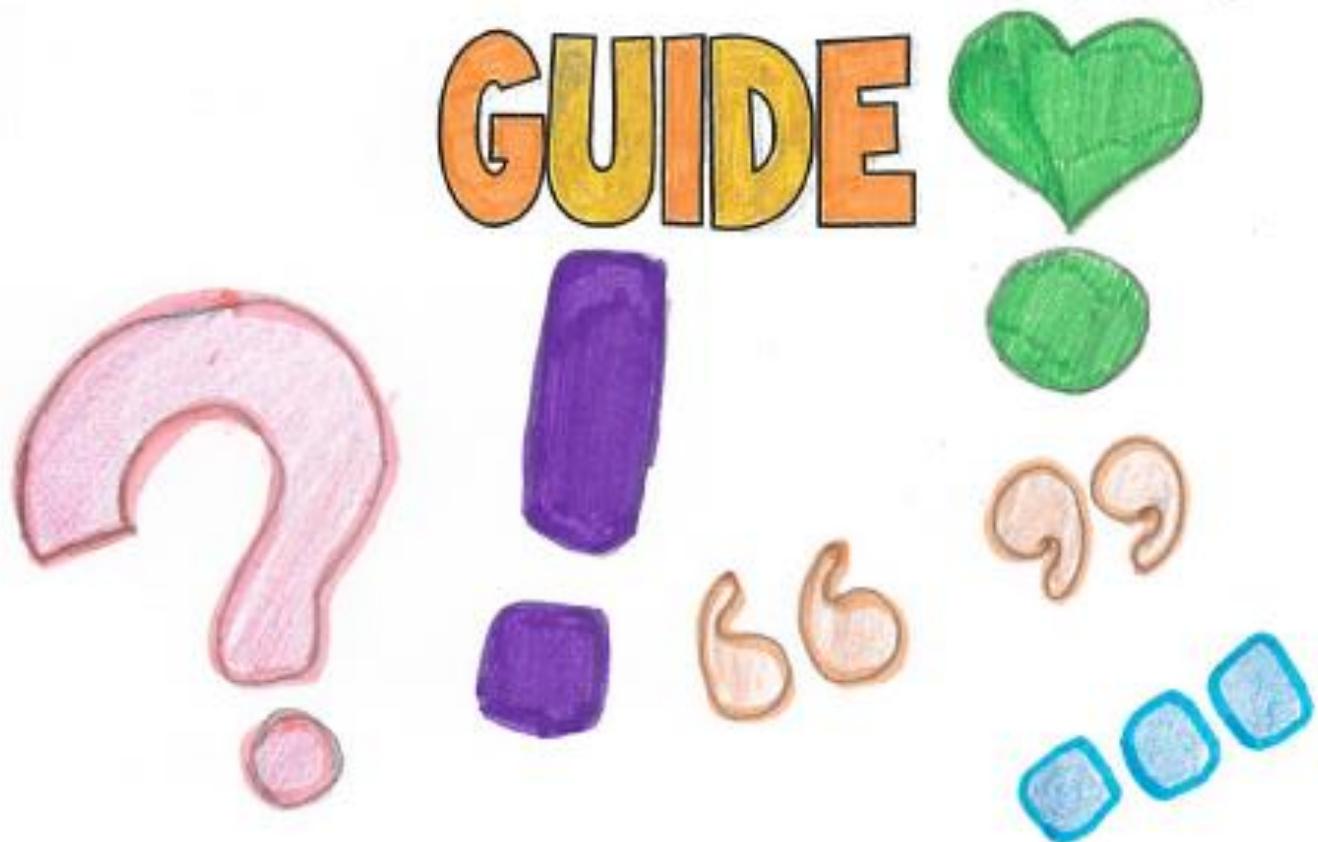




SPELLING PUNCTUATION AND GRAMMAR GUIDE



MAGIC SPELLS FOR MAGIC SPELLERS!

PULL ONE OF THESE SPELLING TRICKS OUT OF THE HAT IF YOU GET STUCK!

**DETERMINE
THE ROOT
OF THE
WORD**

SAY IT SLOWLY!

**USE A DICTIONARY
TO FIGURE IT OUT**

**REMEMBER TO NOTE NEW
SPELLINGS IN YOUR SPAG BOOK
OR PLANNER!**

USE RHYME

**CREATE A
MNEMONIC**

**IS THERE A
RULE?**

**SAY IT ALOUD!
SOUND THE
WORD OUT
PHONETICALLY**

**CHUNK!:
WORK OUT
THE PREFIX
OR SUFFIX**

**HAVE A GO! DO NOT BE
AFRAID OF MISTAKES**

Wellington School's Guide to Spelling, Punctuation and Grammar



Pupil literacy underpins all learning at Wellington School; the ability to communicate effectively is ultimately reliant upon the accuracy pupils demonstrate.

This booklet is designed to facilitate pupils' creativity and fluency of expression as well as demonstrating that SPaG skills are now a crucial part of the whole curriculum study with it being assessed in all GCSE qualifications. Emphasising the importance of SPaG immediately in Year 7 is therefore essential.

Together, the Wellington School staff have produced this guide to support pupils with their SPaG skills in classwork, as a handy reference; with homework, as a guide for checking the standard of the work produced as well as a means of supporting independent revision.

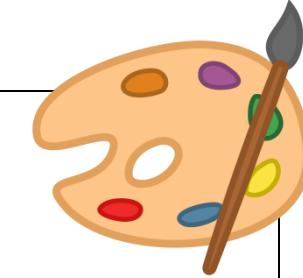
Staff, pupils and parents alike can use this booklet as a reference point to nurture and develop pupils' ability to communicate well whilst building resourcefulness and reflectiveness - two of the school's '5R' focuses - to ensure that all work produced demonstrates a high level of technical accuracy and fluency.

Given the variety and scope of subjects within our curriculum, each subject's page varies according to the support each department perceives will be most useful. Spare space can be used to add further notes as necessary to personalise the learning of each pupil.

In addition, please make use of the 'Literacy' link under the 'Learners' tab on the school website where you will find SPaG activities and spelling lists to practise.

The Wellington School staff

SPAG GUIDE TO ART

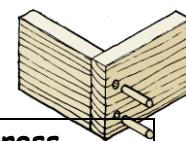


Key Stage Three Subject Spellings	Language for Learning/Phrases to Express Understanding		
colour piece complementary creativity annotation comparison technique media proportion composition medium influence tracing compass circle interpret process vibrant neutral delicate	<ul style="list-style-type: none"> • Something new I have learnt is... • In my opinion.... • When looking at this artist.... • I decided to.... • The process I used... • The media I used.... • In conclusion... • I am now more confident because..... • The most important thing I learnt was..... • The most difficult part was... • I really enjoyed... • Next time I.... • I work best when.... • I could have improved..... • In the future, I would..... • During this project my task was..... • I made it because..... • I have learnt that..... • The final piece showed..... 		
Connectives and Adverbials to Connect Ideas	Key Question Words You Will Come Across and What They Mean in this Subject	'Banned' Words	Advanced Vocabulary
As a result For example However Alternatively Although Likewise Finally Furthermore	Additionally Whereas Importantly Instead of Consequently Therefore	Describe key elements within the artist's work. Analyse how the artist uses colour and mark making within this work. Evaluate your final piece.	Bold Colourful Nice Bright Interesting

SPAG GUIDE TO COMPUTING



SPAG GUIDE TO DESIGN TECHNOLOGY



Key Stage Three Subject Spellings		Ways to utilise a Range of Punctuation	Language for Learning/Phrases to Express Understanding
Design Brief Colour Manufacture Tenon saw Coping saw Pillar Drill Try square Masking tape Safety Sew Cushion Scissors Stitch Embroidery Appliqué Ingredients Hygiene Weighing	Dessert Hygiene Millilitres Evaluation	<p>: Used to link two related sentences. '<i>My design is bright and uses a range of colours; my mood board allowed me to decide upon my colour scheme.</i>'</p> <p>: To introduce detail or list. '<i>On my design I have annotated a range of ingredients: cheese, ham, red onion and yellow pepper.</i>'</p> <p>() To contain information to explain a point made, or is aside from the main point: '<i>When making my boat I have found that I should have painted the wood carefully (or used a finer brush) to stay within the lines.</i>'</p>	<ul style="list-style-type: none"> I can justify why I have used... My target market will find this element of my design appealing because... In order to meet the design brief I have... The chosen client would find the following aspects of my design pleasing.... In order to improve my work I could/I would...
Connectives and Adverbials to Connect Ideas To Add: Furthermore, moreover, in addition To contrast: However, nonetheless, on the other hand, alternatively For time: Firstly, meanwhile, consequently To conclude: In conclusion, overall, therefore		<p>Key Question Words You Will Come Across and What They Mean in this Subject</p> <p>Annotation: to label</p> <p>Evaluate: explain the advantages and disadvantages of a point</p> <p>Analyse: to explain every element of a product - from material, to colour, to size etc.</p> <p>Compare: explain the differences and similarities of your product to an existing design</p>	<p>'Banned' Words</p> <p>String (instead of using it's correct name-thread)</p> <p>Good</p> <p>Nice</p> <p>Boring</p> <p>Tasty</p> <p>Bright colours (specify them)</p> <p>Advanced Vocabulary</p> <p>Analysed</p> <p>Annotation</p> <p>Aesthetics</p> <p>Aesthetically</p> <p>In comparison to</p>

SPAG GUIDE TO ENGLISH



Key Stage Three Subject Spellings

Simile
Metaphor
Alliteration
Onomatopoeia
Personification
Assonance
Semantic field
Sibilance
Stanza
Protagonist
Character
Theme
Rhyme
Rhythm
Quotation
Writer
Ballad
Medieval
Shakespeare
Elizabethan
Omniscient
Narration
adverb(ial)
practice (n)/ practise (v)
effect (n)/ affect (v)
your/you're
their/there/they're

Please see the spelling lists on the school website too!

its/it's (it is)
a lot (two words)

Ways to utilise a Range of Punctuation

A Capital letters should be used for all proper nouns such as places and character names.

- . Used to end a sentence, a question or an exclamation.
- . Make sure you use a comma after the connective at the beginning of a sentence. Read your sentences carefully to ensure commas are used when a slight pause is needed or to break sentences into main and subordinate clauses. They also separate words in a list.
- ' Apostrophes replace a letter you have taken out, e.g. *don't* means *do not*. Also use them to show something belongs to someone, e.g. *Sarah's pencil, Michael's thoughts*. Don't use for non-possessive plurals though.
- "" Speech marks go around speech. Punctuation such as . ? ! should go within the speech marks. Commas can be used at the end of speech before the speech mark if you are going to add how the quote was said, e.g. *"Wow! I'm so proud of my English grade," exclaimed Zoe.*
- : A colon means 'for example' or 'Here's my evidence', e.g. *The princess was beautiful: her hair was golden like a halo*. They also introduce lists.
- ; Semi-colons are used to link two related sentences and replace the conjunction in a compound sentence, e.g. *The sun was shining; the birds were singing* (here the semi-colon replaces 'and'). They can also separate phrases in a list where commas are also needed.
- () Brackets, or more formally, parenthesis add extra information or definitions.
- A hyphen clears up the meaning of phrases, e.g. '*fifty-odd people*' means around fifty people not fifty unusual people. Also for repeats, e.g. *no-one, co-operate, re-read*.
- A dash separates clauses in a sentence like a comma but they are really great for adding opinions and emphasis, e.g. *Homework - the bane of every child's life - must be completed to ensure their progress.*

Key Question Words You Will Come Across and What They Mean in this Subject

Evidence - provide a quotation or evidence from a text

Outline - detail the key point

Analyse - look closely at very specific language choices

Scan read - look for something specific

Skim read - reading to obtain an overview

Evaluate - compare language choices and acknowledge reasons for differences

Language for Learning/Phrases to Express Understanding in Reading

SPEEDY Paragraphs

S: Signpost

P: Point

E: Evidence

E: Explore

D: Develop

Y: Your view/response/opinion

The writer chooses this word because...

The writer develops this idea by...

A quote to show this is...

Evidence of this is...

The effect of this metaphor is...

Another meaning of this word could be....

The writer's purpose here is...
Contextually, ...

'Banned' Words

Adjectives Connectives

Good Also

Sad Plus

Happy

Bad

Verbs

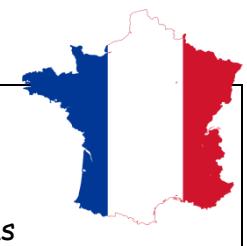
Said - with no adverb

Walk - with no adverb

Goes - as an option for 'said'

'Of' instead of 'have'

SPAG GUIDE TO FRENCH



Key Stage Three Subject Spellings

Key numbers : zéro, un, deux, trois, quatre, cinq, six, sept, vuit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt

Verbs :

j'ai = I have
je m'appelle = I am called
j'habite = I live
je suis = I am
je vais = I go
c'est = it is
ce n'est pas = it is not

je bois = I drink
j'étudie = I study
je fais = I do / make
j'écris = I write
je joue = I play
je lis = I read
je mange = I eat
je regarde = I watch

Opinions:

j'adore = I love
j'aime = I like
je n'aime pas = I don't like
je deteste = I hate

à mon avis = in my view
pour moi = for me
selon moi = in my opinion
je crois que = I believe that
je pense que = I think that

Intensifiers:

très = very
assez = quite
vraiment = really
un peu = a little

Key negatives:

- ne...pas
- ne... personne
- ne...plus
- ne... jamais

Adjectives :

incroyable = amazing
extraordinare = extraordinary
fabuleux = fabulous
génial = great
nul = rubbish

parfait = perfect
travailleur = hard-working
nécessaire = necessary
barbant = boring
actif = active
sympa = nice

Connectives :

car = as
donc = so
mais = but
parce que = because
puis = then

Advanced connectives
après = after
avant = before
cependant = however
comme = since
quand = when

Question words :

comment = how
où = where
quand = when
qu'est-ce que = what
quel / quelle = which
qui = who

Adverbs of frequency

toujours = always
d'habitude = usually
beaucoup de = a lot of
quelquefois = sometimes
de temps en temps = from time to time
jamais = never

avoir = to have

j'ai = I have
tu as = you have
il/elle/on a = he/she/one has
nous avons = we have
vous avez = you (pl) have
il / elles ont = they have

être = to be

je suis = I am
tu es = you are
il/elle/on est = he/she/one is
nous sommes = we are
vous êtes = you (pl) are
ils/elles sont = they are

Key grammar terms:

- **a verb** : a doing word eg *manger* = to eat.
- **an adjective**: a describing word eg *drôle* = funny.
- **an intensifier**: saying "how much" about an adjective eg *assez* = quite.
- **an infinitive**: a verb before you add a subject; in French there are three endings (stems) for infinitives -er, -re and -ir eg *parler* = to speak, *vendre* = to sell and *finir* = to finish.
- **a connective**: a word which links two or more ideas eg *je joue au tennis quand il fait beau* = I play tennis when it is nice weather.
- **conjugating**: you remove the stem (-er, -re or -ir) from your infinitive and add an ending following the subject of the verb eg *jouer* → *je joue*.
- **the subject**: the person doing the action ie the verb.
- **agreement**: where your adjective has to have the correct ending depending on your noun - if it is masculine or feminine, singular or plural.

SPAG GUIDE TO GEOGRAPHY



Key Stage Three Subject

Spellings

Environment

Ecosystems

Desert

Pollution

Physical

Adaptation

Latitude

Longitude

Infrastructure

Erosion

Settlement

Location

Government

Contours

Extended Writing Help

I am writing...

Firstly,

Secondly,

Thirdly,

Finally,

This means that...

This is because...

This results in...

A reason for this might be...

In addition...

Moreover...

Furthermore...

How to explain your answers:

Make sure once you have described what something is like you try to explain why it has happened or how it works.

e.g. Rainforests are being cut down. This is called deforestation. The reason for this is because humans use the trunks for resources like paper and furniture. Also, humans clear large areas of the rainforest for cattle ranching.

Connectives to Help Link Your Ideas:

Therefore

This means that

This affects...by...

This is a problem because...

I would therefore...

One reason is...because...

This can be explained by...

Level 1 KNOWLEDGE	Level 3 APPLICATION	Level 5 SYNTHESIS
Describe Find List Name State Tell	Calculate Classify Decide Examine Illustrate Show	Construct Create Design Hypothesise Invent forecast
Level 2 COMPREHENSION	Level 4 ANALYSIS	Level 6 EVALUATION
Compare Contrast Discuss Explain Interpret Outline	Analyse Categorise Distinguish Extrapolate Investigate Identify	Judge Evaluate Assess Rank Recommend justify

Banned Words

America

People

Place

He/She/They

Rich

Poor

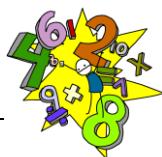
Nice

SPAG GUIDE TO HISTORY



Key Stage Three Subject Spellings	Language for Learning/Phrases to Express Understanding		
Parliament Bias Government Cause Protestant Catholic Source Religion Empire Senate Republic Monarchy Propaganda Detail	<ul style="list-style-type: none"> Plague Peasant Feudal Reliable Caesar Conqueror Inference <ul style="list-style-type: none"> • I would suggest... • I would argue... • The source is reliable... • The source is unreliable... • Having looked at all the evidence... • We can infer from source... 		
Connectives and Adverbials to Connect Ideas <ul style="list-style-type: none"> • Furthermore • Therefore • Consequently • Likewise • Additionally • For example • Whereas • However • On the other hand • To conclude • Similarly • Finally • Whilst • Despite • Although • As soon as 	Key Question Words You Will Come Across and What They Mean in this Subject <ul style="list-style-type: none"> • To what extent = <i>How far do you agree?</i> • How useful = <i>If all you had to answer the question was this source then how useful would it be?</i> • How important is = <i>Compare all answers to the question and judge the most important</i> • Assess the validity = <i>Do you agree or disagree with this statement?</i> 	'Banned' Words <ul style="list-style-type: none"> • But / And / Well as sentence starters. • Using 'Of' instead of 'Have'. • 'Cus' or 'Cos' instead of 'Because'. 	Advanced Vocabulary <ul style="list-style-type: none"> • Interpretation. • Useful. • Reliable. • Objective. • Subjective. • Infer. • Relevant.

SPAG GUIDE TO MATHEMATICS



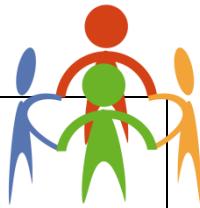
Algebra Keywords	Number Key Words	Data and Statistics Keywords	Geometry and Measure keywords	Quadrant	'Banned' Words (Proper equivalent)
Algebra	Approximate			Quadrilateral	
Ascending	Compare, comparison			Rectangle	
Brackets	Cube number	Axis, axes	Acute angle	Reflection	Oblong (Rectangle)
Descending	Cube Root	Bar chart	Area	Reflex angle	
Equation	Denominator	Categorical data	Axis (axes)	Regular polygon	Diamond (Rhombus)
Evaluate	Division	Data	Capacity	Rhombus	
Expression	Equivalent fraction	Discrete data	Centimetre	Right-angle	Flipped (Reflected)
Formula (Formulae)	Estimate	Frequency	Cone	Rotation	
Function	Highest common factor (HCF)	Graph	Cube	Rotational	"x10 adds a zero" (x10 moves numbers around the decimal place)
Input	Improper fraction	Line graph	Cuboid	symmetry	
Linear	Integer	Mean	Cylinder	Scalene	
Output	Inverse	Median	Delta	Square	
Pattern	Linear sequence	Mode	Diagonal	Oval (Ellipse)	
Represent	Lowest common multiple (LCM)	Pictogram	Equilateral	Tonne	
Sequence	Lowest terms	Pie chart	Gram	Translation	Medium (Median)
Simplify	Mixed number	Range	Isosceles	Trapezium	
Solution	Multiplication	Sector	Kilogram	(trapezia)	Average (Mean, median, mode)
Solve	Negative	Tally	Line Symmetry	Triangle	
Substitute	Numerator		Litre	Vector	
Symbol	Operation		Mass	Vertex / Vertices	
Term	Percentage		Metre	Volume	Guess (Estimate)
Term-to-term rule	Positive		milligram	Weight	
Unknown	Power		Millilitre		
Variable	Prime number		millimetre		
	Proportion		Obtuse angle		
	Remainder		Parallel		
	Significant figure		Parallel		
	Square number		Parallelogram		
	Square root		Perimeter		
	Top-heavy fraction		Perpendicular		
	Triangular number		Perpendicular		
	Unit		Prism		
			Pyramid		

SPAG GUIDE FOR MUSIC



Key Stage Three Subject Spellings	Ways to utilise a Range of Punctuation	Language for Learning/Phrases to Express Understanding	
Bass (eg. double bass or bass guitar) Cello Chord Chorus Clarinet Cymbals Glockenspiel Guitar Harmony Instrumental Orchestra	Percussion Performance Piccolo Piece Repetitive Rhythm Saxophone Tambourine Trombone	<ul style="list-style-type: none"> lists - Composer : Piece () - To indicate which instrument a person is playing e.g. Philip (trumpet) " Quotation marks when writing the title of a piece of music 	
Connectives and Adverbials to Connect Ideas Because Also Firstly Then Additionally Furthermore As a result However Although Nevertheless	Key Question Words You Will Come Across and What They Mean in this Subject <p>Identify - (e.g. identify similarities between...) Just a simple answer expected - it may just be a one word answer.</p> <p>Describe - Listen and identify the key features of the subject of the question (e.g. dynamics or instrumentation) and write as much as possible about it, including techniques used and any changes throughout the excerpt of music.</p> <p>Comment - (e.g. comment on how the composer uses...) A full written answer is expected for these questions, with as much information as possible about the topic, including references to the elements of music.</p> <p>Suggest - (e.g. suggest a way in which this music sounds happy...) There is no right or wrong answer as such, you should give an answer that makes sense to you.</p>	'Banned' Words Good Bad Nice Tune (<u>melody</u>)	Advanced Vocabulary Monophonic - Just one part playing Heterophonic - Several versions of the same part playing at once Homophonic - Melody and chords Polyphonic - Lots of different sounds at once Pizzicato - Plucked strings Rubato - Tempo played freely Syncopation - Rhythmic stress on a weak beat in the bar Dissonant - Notes that clash Transpose - Change key

SPAG GUIDE TO PSHE



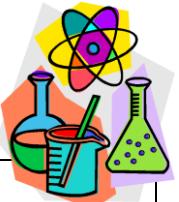
Key Stage Three Subject Spellings	Grammar Tips	Language for Learning/Phrases to Express Understanding
Citizenship Cigarette Nicotine Bullying Bullies Emergency Parliament Unconscious Conscious Asthma Response Justice	Cannabis Tobacco Abdominal Thrusts Fracture Poisons Illegal Cruelty Legalisation Heimlich Manoeuvre Paracetamol Magistrate	<ul style="list-style-type: none"> Sentences should start with a capital letter and end with a full stop. Use of paragraphs when making a new point The use of effect/affect <ul style="list-style-type: none"> The effect of bullying is... Smoking affects the lungs.
Connectives and Adverbials to Connect Ideas On the one hand, On the other hand, However, Alternatively, On reflection, In conclusion,	Key Question Words You Will Come Across and What They Mean in this Subject Advise - giving information to help someone such as stop smoking Evaluate - compare the views of others then make a recommendation Discuss - explaining the different views/issues on a topic and giving your opinion of the views Giving your opinion, and that of others, suggest how - tell the reader about your opinion and that of others, give ideas of how to prevent an event from occurring such as bullying.	'Banned' Words No 'slang' terms Add more below: Advanced Vocabulary Criminalised Add more below:

SPAG GUIDE TO REP



Key Stage Three Subject Spellings	Ways to utilise a Range of Punctuation	Language for Learning/Phrases to Express Understanding	
Belief/Believe God (capital G!) Religion	Semi-colons: Some people have faith; alternatively, some people choose to be atheists or agnostics.	The similarities and differences are... I believe this because...	
Christianity Altar Crucifixion Jesus Christ	Buddhism Dukkha Buddha Karma	Colons: The 5Ks within Sikhism include: the Kesh, Kara, Kangha, Kirpan and Kaccha.	I think this symbolises... I think this as...
Judaism Kosher Rabbi Torah	Islam Qur'an Mosque Allah	Parenthesis: Christianity (which is the largest religion in the world) is over 2,000 years old.	Someone may disagree with my point of view... this is because...
Hinduism Mandir Brahman Dharma	Sikhism Gurdwara Guru Nanak		I think this symbol conveys... however it could also....
Connectives and Adverbials to Connect Ideas Therefore, furthermore, consequently, similarly, additionally, likewise, for example, firstly, whereas, however, whilst, despite, to conclude, although, as soon as.	Key Question Words You Will Come Across and What They Mean in this Subject Analyse: include strengths and weaknesses and illustrate your answer with examples. Examine: Requires both <u>knowledge and understanding</u> . Explain key words or concepts and explanations with reasons, examples or illustrations. Explain: Focus is on your <u>understanding</u> . Requires you to expand on the main points with REASONS, EXAMPLES or ILLUSTRATIONS	'Banned' Words Okay Silly Stupid Bible without a capital B	Advanced Vocabulary Catholic, Protestant, marriage, synagogue, Rabbi, trimurti, moksha, anicca, enlightenment, Imam, mosque sawm, salat.

SPAG GUIDE TO SCIENCE



Key Stage Three Subject Spellings

Tongs	Thermometer
Anomalous	Excretion
Goggles	Particle
Separate	Vacuum
Practical	Evaporation
Oesophagus	Temperature
Camouflage	Independent
Parallel	Dependent
Refraction	Variable
Pipette	Spatula
Filtration	Potential
Photosynthesis	Ammeter
Neutralisation	Voltmeter
Alkali	Beaker

Ways to utilise a Range of Punctuation

: Can be used to link ideas and break up sentences in extended written answers, six mark questions and conclusions

: Used to introduce a list, e.g. *The apparatus required for this investigation is:*

() Used in writing chemical equations, formulae in physics.
/ Used in displaying units e.g. Force/N

Subscript Used in writing chemical formulae. e.g. Correct : CO_2 , Incorrect: CO^2

Capital letters for element symbols, e.g. Correct: Na,
Incorrect: NA / na

Language for Learning/ Phrases to Express Understanding

My results show..... e.g. the rate of reaction increases with temperature

To improve my experiment I could
.....

My graph shows.....

This is a linear/non-linear/proportional relationship

Connectives and Adverbials to Connect Ideas

To conclude...
For example....
However....
Therefore....
Specifically....
This suggests that....

Key Question Words You Will Come Across and What They Mean in this Subject

State: Give a concise answer

Describe: 'Say what you see' - look for patterns, use data

Explain: Say what is meant by, and why using scientific ideas

Define: What is the formal meaning of this term

Compare: A balanced discussion of two or more connected terms

Calculate: Use equations and show all working

Evaluate: A balanced discussion of advantages and disadvantages

'Banned' Words

Measuring jug
(Measuring cylinder)

Thing

Stuff

Amount (mass, volume, etc)

"We worked well as a team"

Weighing scales

Odd result

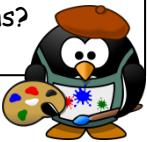
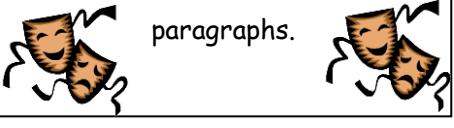
Clear (colourless)

Germs

Advanced Vocabulary

Correlation
Precision
Validity
Hypothesis
Anomalous
Directly / inversely proportional
Relationship
Accuracy
Reliability
Conclusion
Evaluation
Analysis

SPaG CHALLENGE: TASKS

<p>SPaG Badge Task Art</p> <p>During September:</p> <p>In class, you will receive a list of Art terminology - can you find out the definitions?</p> 	<p>SPaG Badge Task Computing</p>  <p>Syntax is the grammar of a programming language. For your program to run, the correct case, punctuation and symbols should be used. On the sheet from your teacher, briefly describe why the syntax won't work.</p>	<p>SPaG Badge Task Design Technology</p> <p>Explain how you could improve or master a technique you have learnt in Design Technology. Aim for two paragraphs with diagrams that show suggested ways to improve.</p> 										
<p>SPaG Badge Task English and Drama</p> <p>Describe your favourite day of the school week that features 5 different types of punctuation. Full stops and capital letters don't count! Aim for three paragraphs.</p> 	<p>SPaG Badge Task Geography</p>  <p>Your task is to create a song or poem to help new Year 7s spell at least 7 of the subject spellings (You can do more if you wish!)</p>	<p>SPaG Badge Task History</p> <p>During September:</p> <p>In class, you will receive a SPaG correction activity - can you correct the SPaG errors? For homework, you will need to learn 10-20 key history spellings for a test in a lesson a week later.</p> 										
<p>SPaG Badge Task Maths</p> <p>Find 5 keywords in your SPaG booklet that you have used in Maths recently.</p> <p>Write a definition for each word.</p> <p>Write an example to show what the word means (this could be a calculation or diagram)</p> 	<p>SPaG Badge Task MFL</p>  <p>Translate the following words into French and Spanish using your SPaG guide. Please get Mr Mani to check them:</p> <table border="0"> <tr> <td>1. I have =</td> <td>6. I go =</td> </tr> <tr> <td>2. I read =</td> <td>7. I do/make =</td> </tr> <tr> <td>3. I drink =</td> <td>8. I play =</td> </tr> <tr> <td>4. I live =</td> <td>9. I watch =</td> </tr> <tr> <td>5. I am =</td> <td>10. I speak =</td> </tr> </table>	1. I have =	6. I go =	2. I read =	7. I do/make =	3. I drink =	8. I play =	4. I live =	9. I watch =	5. I am =	10. I speak =	<p>SPaG Badge Task Music</p> <p>Write a description of your favourite piece of music. It must include a comment on the following features: Melody, Rhythm & Metre, Texture, Instruments, Genre, Harmony, Tonality and Structure.</p> 
1. I have =	6. I go =											
2. I read =	7. I do/make =											
3. I drink =	8. I play =											
4. I live =	9. I watch =											
5. I am =	10. I speak =											
<p>SPaG Badge Task PSHE</p> <p>Design a poster for a pretend political party. Include a slogan and write a 5 statement manifesto about how you would make the UK an even better place to live!</p> 	<p>SPaG Badge Task REP</p>  <p>Write a fictional account of a near death experience. Try to be as imaginative as possible; think about your characters, how they died, what happened when they died? How were they changed by the experience? Use as many interesting adjectives as you can.</p>	<p>SPaG Badge Task Science</p> <p>Find all of the keywords relating to a practical investigation and produce a glossary explaining what they all mean.</p> <p>E.g. <i>Anomalous</i>: A result which does not fit the pattern.</p> 										

CROSS-CURRICULAR SPAG SKILLS REWARD CHALLENGE

Each time you complete a departmental SPaG Challenge, you earn a sticker! Take your work to show your teacher and they'll award you your sticker. If you collect them all, bring your SPaG Booklet to show Miss Hitchens in Room 22 to earn a mystery prize...

Art and Design	Design and Technology	English and Drama	Geography
History	ICT	Mathematics	MFL
Music	PE	PSHE	REP
Science	Intermittently, you will be asked to tally up your stickers to inform our Y7 SPaG Reward Scheme!		

SPAG GUIDE TO SPANISH



Key Stage Three Subject Spellings

Key numbers : zero, uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte

Verbs :

tengo = I have
me llamo = I am called
vivo = I live
soy = I am
estoy = I am (temporary)
voy = I go
(no) es = it is (not)

bebo = I drink
estudio = I study
hago = I do / make
escribo = I write
juego = I play
leo = I read
como = I eat
veo = I watch

Opinions:

me encanta(n) = I love
me gusta(n) = I like
no me gusta(n) = I don't like
odio = I hate

en mi opinión = in my view
para mí = for me
según yo = in my opinion
creo que = I believe that
pienso que = I think that

Intensifiers:

muy = very
bastante = quite
realmente = really
un poco = a little

Key negatives:

- no = no
- nadie = nobody
- ningún = none
- nunca = never

Adjectives :

aburrido = boring
extraordinario = extraordinary
fabuloso = fabulous
genial = great
espantoso = scary

perfecto = perfect
trabajador = hard-working
necesario = necessary
increíble = amazing
activo = active
simpático = nice

Connectives :

como = as
entonces = then
pero = but
porque = because
por tanto = so

Question words :

cómo = how
dónde = where
cuándo = when
qué = what
cuál = which
quién (es) = who

Adverbs of frequency

siempre = always
normalmente = normally
mucho/a/os/as = a lot of
a veces = sometimes
de vez en cuando = from time to time
nunca = never

tener = to have

tengo = I have
tienes = you have
tiene = he/she/one has
tenemos = we have
tenéis = you (pl) have
tienen = they have

ser = to be

soy = I am
eres = you are
es = he/she/one is
somos = we are
sois = you (pl) are
son = they are

Key grammar terms:

- **a verb** : a doing word eg *comer* = to eat.
- **an adjective**: a describing word eg *gracioso* = funny.
- **an intensifier**: saying "how much" about an adjective eg *bastante* = quite.
- **an infinitive**: a verb before you add a subject; in French there are three endings (stems) for infinitives -ar, -er and -ir eg *hablar* = to speak, *vender* = to sell and *descubrir* = to discover.
- **a connective**: a word which links two or more ideas eg *juego al tenis cuando hace buen tiempo* = I play tennis when it is nice weather.
- **conjugating**: you remove the stem (-ar, -er or -ir) from your infinitive and add an ending depending on the subject of the verb eg *jugar* → *juego*.
- **the subject**: the person doing the action ie the verb.
- **agreement**: where your adjective has to have the correct ending depending on your noun - if it is masculine or feminine, singular or plural.

Advanced connectives

antes = before
después = after
sin embargo = however
ya que = since
cuando = when

Glossary of SPaG Terms

The new Ks3 National Curriculum¹ provides a glossary of key SPaG terminology that all pupils are expected to know. Why not test yourself on this selection?

Term	Guidance	Example
active voice	An active verb has its usual pattern of subject and object (in contrast with the passive).	Active: <i>The school arranged a visit.</i> Passive: <i>A visit was arranged by the school.</i>
adjective	<p>The surest way to identify adjectives is by the ways they can be used:</p> <ul style="list-style-type: none"> before a noun, to make the noun's meaning more specific (i.e. to modify the noun), or after the verb <i>be</i>, as its complement. <p>Adjectives cannot be modified by other adjectives. This distinguishes them from nouns, which can be.</p>	<i>The pupils did some really good work.</i> [adjective used before a noun, to modify it] <i>Their work was good.</i> [adjective used after the verb <i>be</i> , as its complement] Not adjectives: <i>The lamp glowed.</i> [verb] <i>It was such a bright red!</i> [noun] <i>He spoke loudly.</i> [adverb] <i>It was a French grammar book.</i> [noun]
adverb	<p>The surest way to identify adverbs is by the ways they can be used: they can modify a verb, an adjective, another adverb or even a whole clause.</p> <p>Adverbs are sometimes said to describe manner or time. This is often true, but it doesn't help to distinguish adverbs from other word classes that can be used as adverbials, such as preposition phrases, noun phrases and subordinate clauses.</p>	<i>Usha soon started snoring loudly.</i> [adverbs modifying the verbs <i>started</i> and <i>snoring</i>] <i>That match was really exciting!</i> [adverb modifying the adjective <i>exciting</i>] <i>We don't get to play games very often.</i> [adverb modifying the other adverb, <i>often</i>] <i>Fortunately, it didn't rain.</i> [adverb modifying the whole clause 'it didn't rain' by commenting on it] Not adverbs: <i>Usha went up the stairs.</i> [preposition phrase used as adverbial] <i>She finished her work this evening.</i> [noun phrase used as adverbial] <i>She finished when the teacher got cross.</i> [subordinate clause used as adverbial]

¹ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/244215/SECONDARY_national_curriculum_-English2.pdf

adverbial	An adverbial is a word or phrase that is used, like an adverb, to modify a verb or clause. Of course, adverbs can be used as adverbials, but many other types of words and phrases can be used this way, including preposition phrases and subordinate clauses.	The bus leaves in five minutes. [preposition phrase as adverbial: modifies <i>leaves</i>] She promised to see him last night. [noun phrase modifying either <i>promised</i> or <i>see</i> , according to the intended meaning] She worked until she had finished. [subordinate clause as adverbial]
antonym	Two words are antonyms if their meanings are opposites.	hot - cold light - dark light - heavy
apostrophe	Apostrophes have two completely different uses: <ul style="list-style-type: none"> showing the place of missing letters (e.g. <i>I'm</i> for <i>I am</i>) marking possessives (e.g. <i>Hannah's mother</i>). 	<i>I'm going out and I won't be long.</i> [showing missing letters] <i>Hannah's mother went to town in Justin's car.</i> [marking possessives]
article	The articles <i>the</i> (definite) and <i>a</i> or <i>an</i> (indefinite) are the most common type of determiner.	<i>The dog found a bone in an old box.</i>
auxiliary verb	The auxiliary verbs are: <i>be</i> , <i>have</i> , <i>do</i> and the modal verbs. They can be used to make questions and negative statements. In addition: <ul style="list-style-type: none"> <i>be</i> is used in the progressive and passive <i>have</i> is used in the perfect <i>do</i> is used to form questions and negative statements if no other auxiliary verb is present 	<i>They are winning the match.</i> [<i>be</i> used in the progressive] <i>Have you finished your picture?</i> [<i>have</i> used to make a question, and the perfect] <i>No, I don't know him.</i> [<i>do</i> used to make a negative; no other auxiliary is present] <i>Will you come with me or not?</i> [modal verb <i>will</i> used to make a question about]
clause	A clause is a special type of phrase whose head is a verb. Clauses can sometimes be complete sentences. Clauses may be main or subordinate. Traditionally, a clause had to have a finite verb, but most modern grammarians also recognise non-finite clauses.	<i>It was raining.</i> [single-clause sentence] <i>It was raining but we were indoors.</i> [two finite clauses] <i>If you are coming to the party, please let us know.</i> [finite subordinate clause inside a finite main clause] <i>Usha went upstairs to play on her computer.</i> [non-finite clause]

compound	<p>A compound word contains at least two root words in its morphology; e.g. <i>whiteboard</i>, <i>superman</i>. Compounding is very important in English.</p>	<p><i>blackbird, blow-dry, bookshop, ice-cream, English teacher, inkjet, one-eyed, bone-dry</i></p>
conjunction	<p>A conjunction links two words or phrases together.</p> <p>There are two main types of conjunctions:</p> <ul style="list-style-type: none"> • co-ordinating conjunctions (e.g. <i>and</i>) link two words or phrases together as an equal pair • subordinating conjunctions (e.g. <i>when</i>) introduce a subordinate clause. 	<p><i>James bought a bat and ball.</i> [links the words <i>bat</i> and <i>ball</i> as an equal pair]</p> <p><i>Kylie is young but she can kick the ball hard.</i> [links two clauses as an equal pair]</p> <p><i>Everyone watches when Kyle does back-flips.</i> [introduces a subordinate clause]</p> <p><i>Joe can't practise kicking because he's injured.</i> [introduces a subordinate clause]</p>
determiner	<p>A determiner specifies a noun as known or unknown, and it goes before any modifiers (e.g. adjectives or other nouns).</p> <p>Some examples of determiners are:</p> <ul style="list-style-type: none"> • articles (<i>the, a</i> or <i>an</i>) • demonstratives (e.g. <i>this, those</i>) • possessives (e.g. <i>my, your</i>) • quantifiers (e.g. <i>some, every</i>). 	<p><i>the home team</i> [article, specifies the team as known]</p> <p><i>a good team</i> [article, specifies the team as unknown]</p> <p><i>that pupil</i> [demonstrative, known]</p> <p><i>Julia's parents</i> [possessive, known]</p> <p><i>some big boys</i> [quantifier, unknown]</p>
ellipsis	<p>Ellipsis is the omission of a word or phrase which is expected and predictable.</p>	<p><i>Frankie waved to Ivana and she watched her drive away.</i></p> <p><i>She did it</i></p>
etymology	<p>A word's etymology is its history: its origins in earlier forms of English or other languages, and how its form and meaning have changed. Many words in English have come from Greek, Latin or French.</p>	<p>The word <i>school</i> was borrowed from a Greek word <i>ó-íēp</i> (<i>skholē</i>) meaning 'leisure'.</p> <p>The word <i>verb</i> comes from Latin <i>verbum</i>, meaning 'word'.</p> <p>The word <i>mutton</i> comes from French <i>mouton</i>, meaning 'sheep'.</p>

finite verb	<p>Every sentence typically has at least one verb which is either past or present tense. Such verbs are called 'finite'. The imperative verb in a command is also finite.</p> <p>Verbs that are not finite, such as participles or infinitives, cannot stand on their own: they are linked to another verb in the sentence.</p>	<p><i>Lizzie does the dishes every day.</i> [present tense]</p> <p><i>Even Hana did the dishes yesterday.</i> [past tense]</p> <p><i>Do the dishes, Naser!</i> [imperative]</p> <p>Not finite verbs:</p> <p><i>I have done them.</i> [combined with the finite verb <i>have</i>]</p> <p><i>I will do them.</i> [combined with the finite verb <i>will</i>]</p> <p><i>I want to do them!</i> [combined with the finite verb <i>want</i>]</p>
fronting, fronted	<p>A word or phrase that normally comes after the verb may be moved before the verb: when this happens, we say it has been 'fronted'. For example, a fronted adverbial is an adverbial which has been moved before the verb.</p> <p>When writing fronted phrases, we often follow them with a comma.</p>	<p><i>Before we begin, make sure you've got a pencil.</i> [Without fronting: <i>Make sure you've got a pencil before we begin.</i>]</p> <p><i>The day after tomorrow, I'm visiting my granddad.</i> [Without fronting: <i>I'm visiting my granddad the day after tomorrow.</i>]</p>
future	<p>Reference to future time can be marked in a number of different ways in English. All these ways involve the use of a present-tense verb.</p> <p>Unlike many other languages (such as French, Spanish or Italian), English has no distinct 'future tense' form of the verb comparable with its present and past tenses.</p>	<p><i>He will leave tomorrow.</i> [present-tense <i>will</i> followed by infinitive <i>leave</i>]</p> <p><i>He may leave tomorrow.</i> [present-tense <i>may</i> followed by infinitive <i>leave</i>]</p> <p><i>He leaves tomorrow.</i> [present-tense <i>leaves</i>]</p> <p><i>He is going to leave tomorrow.</i> [present tense <i>is</i> followed by <i>going to</i> plus the infinitive <i>leave</i>]</p>
homonym	<p>Two different words are homonyms if they both look exactly the same when written, and sound exactly the same when pronounced.</p>	<p><i>Has he left yet? Yes - he went through the door on the left.</i></p> <p><i>The noise a dog makes is called a bark. Trees have bark.</i></p>
homophone	<p>Two different words are homophones if they sound exactly the same when pronounced.</p>	<p><i>hear, here some, sum</i></p>
infinitive	<p>A verb's infinitive is the basic form used as the head-word in a dictionary (e.g. <i>walk, be</i>).</p> <p>Infinitives are often used:</p> <ul style="list-style-type: none"> • after <i>to</i> • after modal verbs. 	<p><i>I want to walk. I will be quiet.</i></p>

intransitive verb	<p>A verb which does not need an object in a sentence to complete its meaning is described as intransitive. See 'transitive verb'.</p>	<p><i>We all laughed.</i> <i>We would like to stay longer, but we must leave.</i></p>
main clause	<p>A sentence contains at least one clause which is not a subordinate clause; such a clause is a main clause. A main clause may contain any number of subordinate clauses.</p>	<p><i>It was raining but the sun was shining.</i> [two main clauses] <i>The man who wrote it told me that it was true.</i> [one main clause containing two subordinate clauses.] <i>She said, "It rained all day."</i> [one main clause containing another.]</p>
modal verb	<p>Modal verbs are used to change the meaning of other verbs. They can express meanings such as certainty, ability, or obligation. The main modal verbs are <i>will</i>, <i>would</i>, <i>can</i>, <i>could</i>, <i>may</i>, <i>might</i>, <i>shall</i>, <i>should</i>, <i>must</i> and <i>ought</i>.</p> <p>A modal verb only has finite forms and has no suffixes (e.g. <i>I sing</i> - <i>he sings</i>, but not <i>I must</i> - <i>he musts</i>).</p>	<p><i>I can do this maths work by myself.</i> <i>This ride may be too scary for you!</i> <i>You should help your little brother.</i> <i>Is it going to rain? Yes, it might.</i></p>
modify, modifier	<p>One word or phrase modifies another by making its meaning more specific. Because the two words make a phrase, the 'modifier' is normally close to the modified word.</p>	<p>In the phrase <i>primary-school teacher</i>:</p> <ul style="list-style-type: none"> • <i>teacher</i> is modified by <i>primary-school</i> (to mean a specific kind of teacher) • <i>school</i> is modified by <i>primary</i> (to mean a specific
noun	<p>The surest way to identify nouns is by the ways they can be used after determiners such as <i>the</i>: for example, most nouns will fit into the frame "The ___ matters/matter." Nouns are sometimes called 'naming words' because they name people, places and 'things'; this is often true, but it doesn't help to distinguish nouns from other word classes. For example, prepositions can name places and verbs can name 'things' such as actions.</p> <p>Nouns may be classified as common (e.g. <i>boy, day</i>) or proper (e.g. <i>Ivan, Wednesday</i>), and also as countable (e.g. <i>thing, boy</i>) or non-countable (e.g. <i>stuff, money</i>). These classes can be recognised by the determiners they combine with.</p>	<p><i>Our dog bit the burglar on his behind!</i> <i>My big brother did an amazing jump on his skateboard.</i> <i>Actions speak louder than words.</i> common, countable: <i>a book, books, two chocolates, one day, fewer ideas</i> common, non-countable: <i>money, some chocolate, less imagination</i> proper, countable: <i>Marilyn, London, Wednesday</i></p>

noun phrase	<p>A noun phrase is a phrase with a noun as its head, e.g. <i>some foxes</i>, <i>foxes with bushy tails</i>. Some grammarians recognise one-word phrases, so that <i>foxes</i> are multiplying would contain the noun <i>foxes</i> acting as the head of the noun phrase <i>foxes</i>.</p>	<p><i>Adult foxes can jump.</i> [adult modifies foxes, so adult belongs to the noun phrase]</p> <p><i>Almost all healthy adult foxes in this area can jump.</i> [all the other words help to modify foxes, so they</p>
object	<p>An object is normally a noun, pronoun or noun phrase that comes straight after the verb, and shows what the verb is acting upon.</p> <p>Objects can be turned into the subject of a passive verb, and cannot be adjectives (contrast with complements).</p>	<p><i>Year 2 designed puppets.</i> [noun acting as object]</p> <p><i>I like that.</i> [pronoun acting as object]</p>
participle	<p>Verbs in English have two participles, called 'present participle' (e.g. <i>walking</i>, <i>taking</i>) and 'past participle' (e.g. <i>walked</i>, <i>taken</i>).</p> <p>Unfortunately, these terms can be confusing to learners, because:</p> <ul style="list-style-type: none"> • they don't necessarily have anything to do with present or past time • although past participles are used as perfects (e.g. <i>has eaten</i>) they are also used as passives (e.g. <i>was eaten</i>). 	<p><i>He is walking to school.</i> [present participle in a progressive]</p> <p><i>He has taken the bus to school.</i> [past participle in a perfect]</p> <p><i>The photo was taken in the rain.</i> [past participle in a passive]</p>
passive	<p>The sentence <i>It was eaten by our dog</i> is the passive of <i>Our dog ate it</i>. A passive is recognisable from:</p> <ul style="list-style-type: none"> • the past participle form <i>eaten</i> • the normal object (<i>it</i>) turned into the subject • the normal subject (<i>our dog</i>) turned into an optional preposition phrase with <i>by</i> as its head • the verb <i>be(was)</i>, or some other verb such as <i>get</i>. <p>A verb is not 'passive' just because it has a passive meaning: it must be the passive version of an active verb.</p>	<p><i>A visit was arranged by the school.</i> <i>Our cat got run over by a bus.</i></p> <p>Active versions: <i>The school arranged a visit.</i> <i>A bus ran over our cat.</i></p> <p>Not passive: <i>He received a warning.</i> [past tense, active received] <i>We had an accident.</i></p>

past tense	<p>Verbs in the past tense are commonly used to:</p> <ul style="list-style-type: none"> • talk about the past • talk about imagined situations • make a request sound more polite. <p>Most verbs take a suffix <i>-ed</i>, to form their past tense, but many commonly-used verbs are irregular.</p>	<p><i>Tom and Chris showed me their new TV.</i> [names an event in the past]</p> <p><i>Antonio went on holiday to Brazil.</i> [names an event in the past; irregular past of <i>go</i>]</p> <p><i>I wish I had a puppy.</i> [names an imagined situation, not a situation in the past]</p> <p><i>I was hoping you'd help tomorrow.</i> [makes an implied request sound more polite]</p>
perfect	<p>The perfect form of a verb generally calls attention to the consequences of a prior event; for example, <i>he has gone to lunch</i> implies that he is still away, in contrast with <i>he went to lunch</i>. 'Had gone to lunch' takes a past time point (i.e. when we arrived) as its reference point and is another way of establishing time relations in a text. The perfect tense is formed by:</p> <ul style="list-style-type: none"> • turning the verb into its past participle inflection • adding a form of the verb <i>have</i> before it. <p>It can also be combined with the progressive (e.g. <i>he has been going</i>).</p>	<p><i>She has downloaded some songs.</i> [present perfect; now she has some songs]</p> <p><i>I had eaten lunch when you came.</i> [past perfect; I wasn't hungry when you came]</p>
plural	<p>A plural noun normally has a suffix <i>-s</i> or <i>-es</i> and means 'more than one'. There are a few nouns with different morphology in the plural (e.g. <i>mice</i>, <i>formulae</i>).</p>	<p><i>dogs</i> [more than one dog]; <i>boxes</i> [more than one box]</p> <p><i>mice</i> [more than one mouse]</p>
possessive	<p>A possessive can be:</p> <ul style="list-style-type: none"> • a noun followed by an apostrophe, with or without <i>s</i> • a possessive pronoun. <p>The relation expressed by a possessive goes well beyond ordinary ideas of 'possession'. A possessive may act as a determiner.</p>	<p><i>Tariq's book</i> [Tariq has the book]</p> <p><i>The boys' arrival</i> [the boys arrive]</p> <p><i>His obituary</i> [the obituary is about him]</p> <p><i>That essay is mine.</i> [I wrote the essay]</p>
prefix	<p>A prefix is added at the beginning of a word in order to turn it into another word. Contrast suffix.</p>	<p><i>overtake, disappear</i></p>

preposition	<p>A preposition links a following noun, pronoun or noun phrase to some other word in the sentence. Prepositions often describe locations or directions, but can describe other things, such as relations of time.</p> <p>Words like <i>before</i> or <i>since</i> can act either as prepositions or as conjunctions.</p>	<p><i>Tom waved goodbye to Christy. She'll be back from Australia in two weeks.</i></p> <p><i>I haven't seen my dog since this morning.</i></p> <p>Contrast: <i>I'm going, since no-one wants me here!</i> [conjunction: links two clauses]</p>
preposition phrase	<p>A preposition phrase has a preposition as its head followed by a noun, pronoun or noun phrase.</p>	<p><i>He was in bed.</i></p> <p><i>I met them after the party.</i></p>
present tense	<p>Verbs in the present tense are commonly used to:</p> <ul style="list-style-type: none"> • talk about the present • talk about the future. <p>They may take a suffix <i>-s</i> (depending on the subject). See also tense.</p>	<p><i>Jamal goes to the pool every day.</i> [describes a habit that exists now]</p> <p><i>He can swim.</i> [describes a state that is true now]</p> <p><i>The bus arrives at three.</i> [scheduled now]</p> <p><i>My friends are coming to play.</i> [describes a plan in progress now]</p>
progressive	<p>The progressive (also known as the 'continuous') form of a verb generally describes events in progress. It is formed by combining the verb's present participle (e.g. <i>singing</i>) with a form of the verb <i>be</i> (e.g. <i>he was singing</i>). The progressive can also be combined with the perfect (e.g. <i>he has been singing</i>).</p>	<p><i>Michael is singing in the store room.</i> [present progressive]</p> <p><i>Amanda was making a patchwork quilt.</i> [past progressive]</p> <p><i>Usha had been practising for an hour when I called.</i> [past perfect progressive]</p>
pronoun	<p>Pronouns are normally used like nouns, except that:</p> <ul style="list-style-type: none"> • they are grammatically more specialised • it is harder to modify them <p>In the examples, each sentence is written twice: once with nouns, and once with pronouns (underlined). Where the same thing is being talked about, the words are shown in bold.</p>	<p><i>Amanda waved to Michael.</i></p> <p><i>She waved to him.</i></p> <p><i>John's mother is over there. His mother is over there.</i></p> <p><i>The visit will be an overnight visit. This will be an overnight visit.</i></p> <p><i>Simon is the person: Simon broke it. He is the one who broke it.</i></p>

register	<p>Classroom lessons, football commentaries and novels use different registers of the same language, recognised by differences of vocabulary and grammar. Registers are 'varieties' of a language which are each tied to a range of uses, in contrast with dialects, which are tied to groups of users.</p>	<p><i>I regret to inform you that Mr Joseph Smith has passed away.</i> [formal letter]</p> <p><i>Have you heard that Joe has died?</i> [casual speech]</p> <p><i>Joe falls down and dies, centre stage.</i> [stage direction]</p>
relative clause	<p>A relative clause is a special type of subordinate clause that modifies a noun. It often does this by using a relative pronoun such as <i>who</i> or <i>that</i> to refer back to that noun, though the relative pronoun <i>that</i> is often omitted.</p> <p>A relative clause may also be attached to a clause. In that case, the pronoun refers back to the whole clause, rather than referring back to a noun.</p> <p>In the examples, the relative clauses are underlined, and both the pronouns and the words they refer back to are in bold.</p>	<p><i>That's the boy who lives near school.</i> [<i>who</i> refers back to <i>boy</i>]</p> <p><i>The prize that I won was a book.</i> [<i>that</i> refers back to <i>prize</i>]</p> <p><i>The prize I won was a book.</i> [<i>the pronoun that</i> is omitted]</p> <p><i>Tom broke the game, which annoyed Ali.</i> [<i>which</i> refers back to the whole clause]</p>
root word	<p>Morphology breaks words down into root words, which can stand alone, and suffixes or prefixes which can't. For example, <i>help</i> is the root word for other words in its word family such as <i>helpful</i> and <i>helpless</i>, and also for its inflections such as <i>helping</i>. Compound words (e.g. <i>help-desk</i>) contain two or more root words. When looking in a dictionary, we sometimes have to look for the root word (or words) of the word we are interested in.</p>	<p><i>played</i> [the root word is <i>play</i>] <i>unfair</i> [the root word is <i>fair</i>] <i>football</i> [the root words are <i>foot</i> and <i>ball</i>]</p>

sentence	<p>A sentence is a group of words which are grammatically connected to each other but not to any words outside the sentence.</p> <p>The form of a sentence's main clause shows whether it is being used as a statement, a question, a command or an exclamation.</p> <p>A sentence may consist of a single clause or it may contain several clauses held together by subordination or co-ordination.</p> <p>Classifying sentences as 'simple', 'complex' or 'compound' can be confusing, because a 'simple' sentence may be complicated, and a 'complex' one may be straightforward. The terms 'single-clause sentence' and 'multi-clause sentence' may be more helpful.</p>	<p><i>John went to his friend's house. He stayed there till tea-time.</i></p> <p><i>John went to his friend's house, he stayed there till tea-time.</i> [This is a 'comma splice', a common error in which a comma is used where either a full stop or a semi-colon is needed to indicate the lack of any grammatical connection between the two clauses.]</p> <p><i>You are my friend.</i> [statement]</p> <p><i>Are you my friend?</i> [question]</p> <p><i>Be my friend!</i> [command]</p> <p><i>What a good friend you are!</i> [exclamation]</p> <p><i>Ali went home on his bike to his goldfish and his current library book about pets.</i> [single-clause sentence]</p> <p><i>She went shopping but took back everything she had bought because she didn't like any of it.</i> [multi-clause sentence]</p>
subject	<p>The subject of a verb is normally the noun, noun phrase or pronoun that names the 'do-er' or 'be-er'. The subject's normal position is:</p> <ul style="list-style-type: none"> • just before the verb in a statement • just after the auxiliary verb, in a question. <p>Unlike the verb's object and complement, the subject can determine the form of the verb (e.g. <i>I am</i>, <i>you are</i>).</p>	<p><i>Rula's mother went out.</i></p> <p><i>That is uncertain.</i></p> <p><i>The children will study the animals.</i></p> <p><i>Will the children study the animals?</i></p>
subjunctive	<p>In some languages, the inflections of a verb include a large range of special forms which are used typically in subordinate clauses, and are called 'subjunctives'. English has very few such forms and those it has tend to be used in rather formal styles.</p>	<p><i>The school requires that all pupils be honest.</i></p> <p><i>The school rules demand that pupils not enter the gym at lunchtime.</i></p> <p><i>If Zoë were the class president, things would be much better.</i></p>

subordinate, subordination	<p>A subordinate word or phrase tells us more about the meaning of the word it is subordinate to. Subordination can be thought of as an unequal relationship between a subordinate word and a main word. For example:</p> <ul style="list-style-type: none"> • an adjective is subordinate to the noun it modifies • subjects and objects are subordinate to their verbs. <p>Subordination is much more common than the equal relationship of co-ordination.</p>	<p><i>big dogs</i> [<i>big</i> is subordinate to <i>dogs</i>] <i>Big dogs need long walks.</i> [<i>big dogs</i> and <i>long walks</i> are subordinate to <i>need</i>] <i>We can watch TV when we've finished.</i> [<i>when we've finished</i> is subordinate to <i>watch</i>]</p>
subordinate clause	<p>A clause which is subordinate to some other part of the same sentence is a subordinate clause; for example, in <i>The apple that I ate was sour</i>, the clause <i>that I ate</i> is subordinate to <i>apple</i> (which it modifies). Subordinate clauses contrast with co-ordinate clauses as in <i>It was sour but looked very tasty</i>.</p> <p>However, clauses that are directly quoted as direct speech are not subordinate clauses.</p>	<p><i>That's the street where Ben lives.</i> [relative clause; modifies <i>street</i>] <i>He watched her as she disappeared.</i> [adverbial; modifies <i>watched</i>] <i>What you said was very nice.</i> [acts as subject of <i>was</i>] <i>She noticed an hour had passed.</i> [acts as object of <i>noticed</i>] Not subordinate: <i>He shouted, "Look out!"</i></p>
suffix	<p>A suffix is an 'ending', used at the end of one word to turn it into another word. Unlike root words, suffixes cannot stand on their own as a complete word.</p>	<i>call - called</i> <i>teach - teacher</i> [turns a verb into a noun] <i>terror - terrorise</i> [turns a noun into a verb] <i>green - greenish</i> [leaves word class unchanged]
syllable	<p>A syllable sounds like a beat in a word. Syllables consist of at least one vowel, and possibly one or more consonants.</p>	<i>Cat</i> has one syllable. <i>Fairy</i> has two syllables. <i>Hippopotamus</i> has five syllables.
synonym	<p>Two words are synonyms if they have the same meaning, or similar meanings. Contrast antonym.</p>	<i>talk - speak</i> <i>old - elderly</i>

tense	<p>In English, tense is the choice between present and past verbs, which is special because it is signalled by inflections and normally indicates differences of time. In contrast, languages like French, Spanish and Italian, have three or more distinct tense forms, including a future tense.</p> <p>The simple tenses (present and past) may be combined in English with the perfect and progressive.</p>	<p><i>He studies.</i> [present tense - present time]</p> <p><i>He studied yesterday.</i> [past tense - past time]</p> <p><i>He studies tomorrow, or else!</i> [present tense - future time]</p> <p><i>He may study tomorrow.</i> [present tense + infinitive - future time]</p> <p><i>He plans to study tomorrow.</i> [present tense + infinitive - future time]</p> <p><i>If he studied tomorrow, he'd see the difference!</i> [past tense - imagined future]</p>
transitive verb	<p>A transitive verb takes at least one object in a sentence to complete its meaning, in contrast to an intransitive verb, which does not.</p>	<p><i>He loves Juliet.</i> <i>She understands English grammar.</i></p>
verb	<p>The surest way to identify verbs is by the ways they can be used: they can usually have a tense, either present or past (see also future).</p> <p>Verbs are sometimes called 'doing words' because many verbs name an action that someone does; while this can be a way of recognising verbs, it doesn't distinguish verbs from nouns (which can also name actions). Moreover many verbs name states or feelings rather than actions.</p> <p>Verbs can be classified in various ways: for example, as auxiliary, or modal; as transitive or intransitive; and as states or events.</p>	<p><i>He lives in Birmingham.</i> [present tense]</p> <p><i>The teacher wrote a song for the class.</i> [past tense]</p> <p><i>He likes chocolate.</i> [present tense; not an action]</p> <p><i>He knew my father.</i> [past tense; not an action]</p> <p>Not verbs: <i>The walk to Halina's house will take an hour.</i> [noun] <i>All that surfing makes Morwenna so sleepy!</i> [noun]</p>
word class	<p>Every word belongs to a word class which summarises the ways in which it can be used in grammar. The major word classes for English are: noun, verb, adjective, adverb, preposition, determiner, pronoun, conjunction. Word classes are sometimes called 'parts of speech'.</p>	
word family	<p>The words in a word family are normally related to each other by a combination of morphology, grammar and meaning.</p>	<p><i>teach - teacher</i> <i>extend - extent - extensive</i> <i>grammar - grammatical - grammarian</i></p>

PUNCTUATION PARTY!

MAKE SURE THESE GUESTS ARE INVITED TO YOUR WRITING...

Check capital letters for every proper noun and use them for the first letter in a sentence.

A

Semi-colons link two related simple sentences. The easiest way to use them is to replace the 'and' in the middle, e.g. Wellington School is in Timperley; it is a fantastic school.

,

SENTENCE PUNCTUATION

Have you placed a comma after the connective you have used at the start of a sentence? Read your sentences too—is a comma needed to separate the clauses or perhaps to take a breath?

,

Does each sentence end with the appropriate punctuation? Should it be a ? or ! Don't use ?? And don't use !!! either—just the one will do!

?!
!

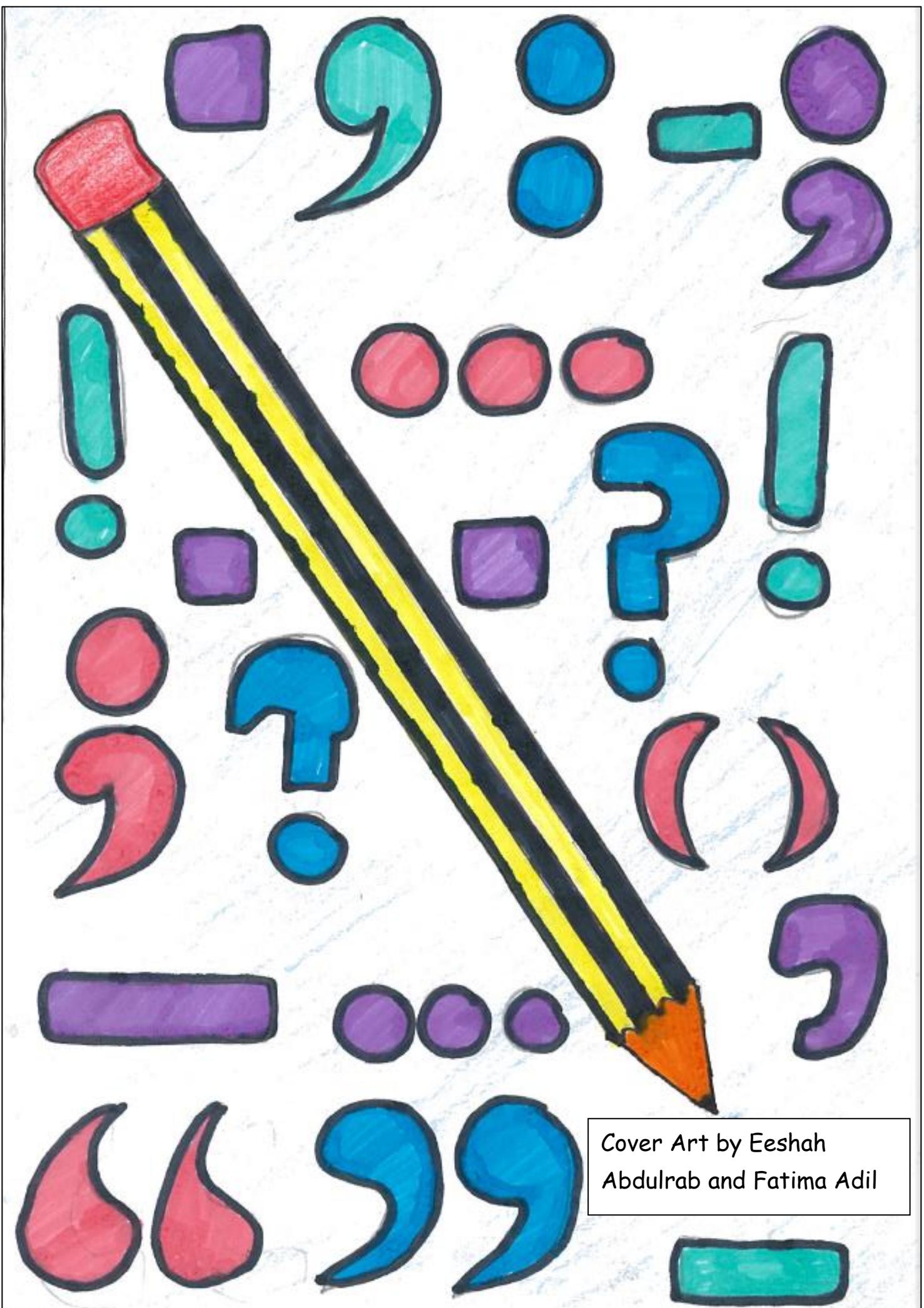
REMEMBER: PRACTICE MAKES PERFECT! A RANGE OF PUNCTUATION IMPROVES YOUR ABILITY TO COMMUNICATE... AND YOUR GCSE RESULTS! MASTER IT NOW!

If colons could speak they would say 'Here's the proof.' Punctuation is tricky: it requires a lot of practice but it's worth it.

:

Dashes add opinions or emphasis. Write a statement or state a subject and use a dash to add your opinion. Dashes are fantastic—they truly are!

—



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