

A
Spelling, Punctuation
and Grammar
Revision Guide

Quick SPaG Vocabulary

Noun

A noun is a word that represents a person, thing, concept, or place.

Verb

A verb is *a word used to describe an action, state or occurrence.*

Adverb

An adverb is a word that describes how an action is carried out.

Adjective

An *adjective is a word that tells us more about a noun.*

Adverbial

Adverbials are words that gives us more information about a verb.

Compound Sentence

A compound sentence joins two independent sentences together using a coordinating conjunction.

Complex Sentence

A complex sentence joins an independent sentence and a dependent sentence together by using a subordinating conjunction.

Independent clause

An *independent clause* (main clause) is a clause that can stand alone as a sentence.

Dependent clause

A *dependent clause* (or *subordinate clause*) is a clause that cannot stand alone as a complete sentence because it does not express a complete thought.

Inverted commas

Inverted commas are used to show where direct speech or a quotation begins and ends in a sentence.

Prefix

*A letter or group of letters added to the **beginning** of a word to change the meaning or make a new word.*

Suffix

*A letter or group of letters added at the **end** of a word to make a new word.*

Synonym

A word or phrase that means exactly or nearly the same as another word or phrase.

Antonym

An antonym is a word that means the opposite of another word.

Commas

A comma can be used:

- After a fronted adverbial:
 - **After a while**, we crossed the road.
- In a list:
 - There were lots of items including: **oranges, pairs and peanuts**.
- When writing speech in narrative:
 - **John suggested**, “Should we drive to the cinema?”
 - **“Yes,”** replied Abi.
- To show a relative clause:
 - The table, **which had four legs**, was old.
- To separate a list of adjectives:
 - I saw **a large, yellow** book.

Hyphen

Hyphens are used in many compound words to make the meaning clear and turn it into a compound adjective or a compound noun.

Man-eating tiger as opposed to man eating tiger.

Passer-by as opposed to passer by.

We use hyphens to show that a word is continuing on the following line.

At the amazing safari, we saw enormous elephants, ferocious lions and rampaging rhino-ceroses.

We use hyphens in the numbers from twenty-one to ninety-nine where two numbers are put together to make another.

Twenty-one, twenty-two etc.

We use hyphens in informal phrases with words that are not usually used singly.

Wishy-washy, free-for-all

We usually use a hyphen after the prefixes all- and self-. They make compound adjectives and nouns.

Self-portrait, all-knowing etc.

Hyphens are used with a word that has a prefix, to avoid doubling up a vowel and changing the pronunciation.

Re-enter as opposed to reenter.

We sometimes need to use a hyphen within a word that has a prefix to make the meaning clear.

Recover has a different meaning to re-cover.

Colon

A colon can be used to:

1. introduce a list

There are three things Sarah needs from the shop: crisps, bread and milk.

2. link independent clauses together to expand sentences. They often introduce an explanation.

You often see dogs panting in summer: it helps them cool down.

Semi-colon

A semi-colon can be used to:

1. separate items in a list when the items have commas.

We visited China, Japan and Thailand in the summer; Canada, Alaska and Hawaii in the winter; and Italy in Autumn.

2. separate two **closely related** independent clauses instead of using a conjunction.

James enjoys playing tennis; he doesn't like football.

Dash

A dash can be used to:

1. indicate parenthesis (extra information) within a sentence

I miss Amelia – my best friend – everyday.

2. separate two independent clauses (more commonly used in informal writing)

My younger brother can be good fun – he can also be a complete pain at times.

Brackets

Brackets are used when you want to add **parenthesis** (extra information), or a **thought**, to a sentence.

My little sister threw a wobbly (better known as a tantrum) when she couldn't have the toy.

The present turned out to be a magnificent painting (definitely not what I was expecting).

Possessive Pronouns

Possessive pronouns are used to show ownership of a person or thing.

*Tom is a good friend of **mine**.*

*Can you tell **your** brother, I'll meet him after school?*

Standard English

It follows grammatical rules like the correct use of [verb tenses](#) and [pronouns](#).

Non-standard English: ***They ain't got nothing.***

Standard English: ***They haven't got anything.***

Active/Passive voice

Active voice = the **subject** of the sentence performs the **action** to the **object**.

*The **winner** of the race **lifted** the **trophy**.*

Passive voice = the **subject** has the **action** 'done' to it – the **object** of the sentence comes first.

*The **trophy** was **lifted** by the **winner** of the race.*

Auxiliary Verbs

Auxiliary verbs are verbs which form the **tense, mood and voice** of other verbs. They are also known as 'helping verbs'.

She **has** bought some tropical fruits.

He **will** be the best goalkeeper.

You **are** never too old to learn.

Modal Verbs

Modal verbs are auxiliary verbs which cannot usually work alone. They are used with a main verb.

Modal verbs can also be used to show:

Advice or obligation;

Pupils **must** wear a uniform.

You **should** not smoke.

Habits;

I **will** often have cereal for my breakfast.

We **shall** always enjoy a walk in the park.

Permission;

May I leave a few minutes early?

Please **can** we have an ice-cream?

Ability;

My Grandfather **could** draw very well.

I **can** ride my bike.

Relative Clause

A relative clause can be used to give additional information about a noun.

They are introduced by a relative pronoun like 'that', 'which', 'who', 'whose', 'where' and 'when'.

Rachel liked the chair, *which was very comfortable.*

I was cross at the dog, *who had just eaten my homework.*

Present Progressive Tense

The **present progressive tense** is used to describe an activity currently in progress.

I am reading right now.

It is raining cats and dogs.

We are watching a movie.

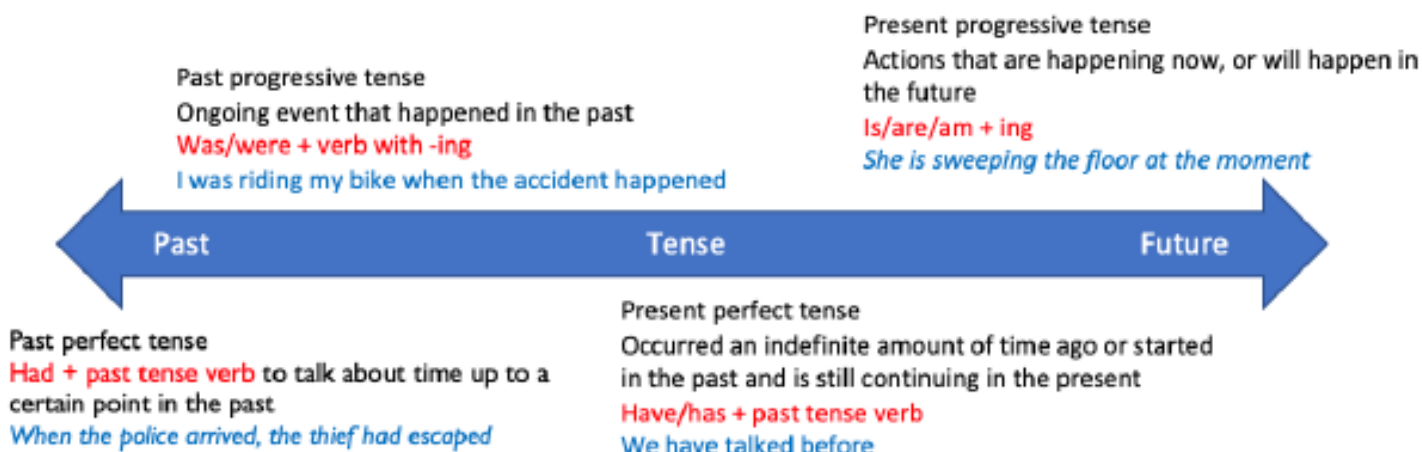
Past Progressive Tense

The **past progressive tense** is used to describe an ongoing activity in the past.

They were painting the fence.

Often, the past progressive tense is used to set the scene for another action.

They were painting the fence while I was cutting the grass.



Prepositions

A **preposition** is a word that tells you where or when something is in relation to something else. They are usually placed directly in front of a noun.

Prepositional Openers to Show Location	Prepositional Openers to Show Time	Prepositional Openers to Show Movement
Above the mountains,	After breakfast,	Against the strong wind,
Behind the sofa,	Before sunset,	Along the riverbank,
Below the clouds,	By the evening,	Down the street,
Beside my best friend,	During the visit,	From another country,
Between the land and the sea,	From sunrise,	Into the open,
By the road,	On Tuesday,	Off the bus,
In the classroom,	Past six o'clock,	On the floor,
Inside his mind,	Since yesterday,	Onto the platform,
Near to the danger,	Through the night,	Out of nowhere,
On the path,	Until next month,	Through the tunnel,
Over the fields,	On the hour,	Towards the noise,
Through the dense forest,		Up the stairs,

Subjunctive Mood

The **subjunctive mood** is for expressing wishes, proposals, suggestions, demands or imagined situations.

I wish it **were** Friday.

*If I **were** a millionaire, I would buy a boat.*

- It's crucial **that** he sing in the performance.

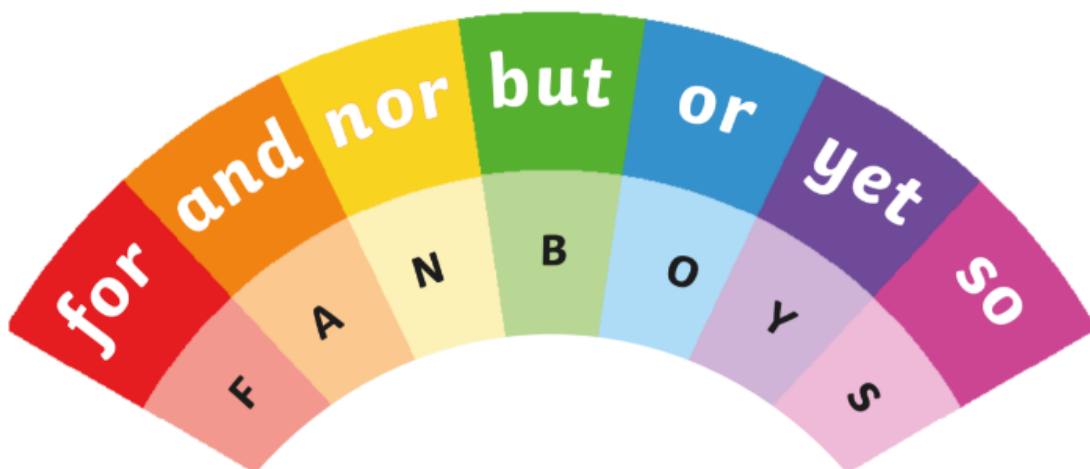
I hope **that** you are able to come.

- (The verbs '**were**' and '**that**' are written in the subjunctive mood)
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Co-ordinating Conjunctions

- They can join two verbs, two nouns, two adjectives, two phrases, or two independent clauses.

There are seven co-ordinating conjunctions.
They give equal importance to the words or sentences they connect.



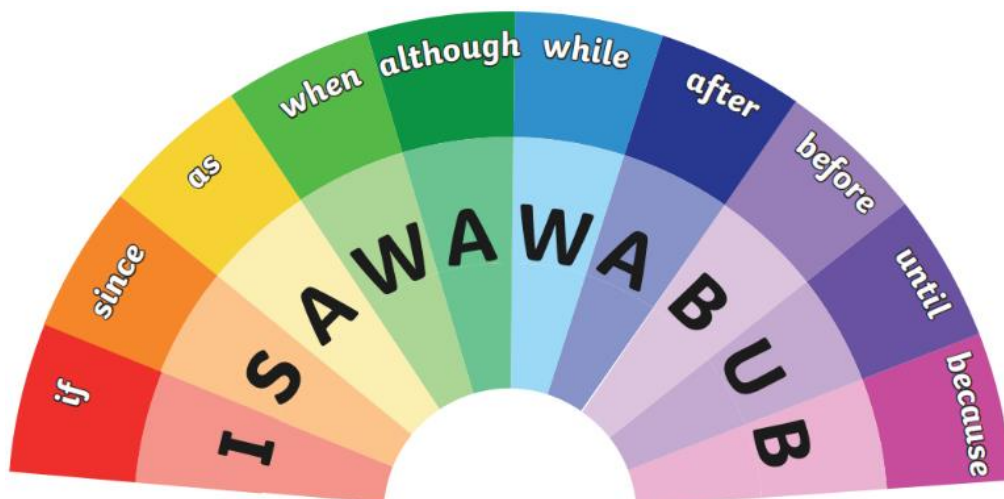
Subordinating Conjunctions

A subordinating conjunction is a **word or phrase** that links a **subordinate clause** to an **main clause**.

After	Once	Until
Although	Provided that	When
As	Rather than	Whenever
Because	Since	Where
Before	So that	Whereas
Even if	Than	Wherever
Even though	That	Whether
If	Though	While
In order to	Unless	Why

He inspires me always *because* he believes in me.

She manages to climb *even though* she's scared of heights.



Simple sentences

These are sentences constructed from a single main clause (e.g. the clause makes sense on its own)

- The chef cooked.
- The chef and his friends ate a meal.

Compound sentences

These are sentences constructed from two main clauses and a conjunction

- The chef cooked and he ate a meal.
- The boy played basketball but his sister played football.

Complex sentences

These are sentences constructed from a main clause and a subordinate clause (e.g. a clause which does not make sense on its own but adds extra information to the main clause).

- The pupil enjoyed singing lessons although he was tired.
- Although he was tired, the pupil enjoyed singing lessons.

Active Voice

These are sentences where the subject of the sentence is performing the action of the verb and the object is receiving it:

- **The boy ate the apple.** (The boy is the subject; ate is the verb; apple is the object)
- **The policeman found the missing watch.** (The policeman is the subject; found is the verb; the missing watch is the object).

Passive Voice

These sentences are the opposite to active voice. They are sentences where the subject is receiving the action from the object and performing it:

- The apple **was eaten by** the boy.
- The missing watch **was found by** the policeman.