**Miss Griffiths’ Year 5 Grammar Cheat Sheet**

There is lots of grammar to learn in Year 5 and I know it can be very tricky to learn. This booklet is just here to remind you of the key vocabulary we use in English. If you ever need help with grammar, this is your go-to guide. Enjoy ☺

**Noun**

A person, place or thing.

For example: car, Mum, sand, beach.

Check out: <https://www.youtube.com/watch?v=dfSmEARsPx4>

**Proper noun**

A proper noun is a specific name for a particular person, place, or thing. Proper nouns always start with a capital letter, no matter where they fall in a sentence.

Examples: Miss Griffiths, Paris, Coca Cola, Aldi, Holmes Chapel

**Pronoun**

A word which replaces a noun.

Examples: I, she, he, they, us, we, it, this, them.

Check out: <https://www.grammarly.com/blog/pronouns/>

Check out: <https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z37xrwx>

**1st person pronouns**

Sometimes a text is told by a character or person. The text would include 1st person pronouns.

Examples: I, me, we, us, our, ourselves, I’m, I’ll

**2nd person pronouns**

If a narrator of a text to talking directly to you, the text is in 2nd person. Examples: You, your, yours, you’re, you’ve, you’ll

**3rd person pronouns**

Sometimes a text can be in third person. This is when it is told by someone outside of the text.

Examples: Names of people (eg. Fred), he, she, she’ll, he’ll, they, their

**Relative pronouns**

A relative pronoun is a word that introduces a relative clause and connects it to a main clause. The relative pronoun is always at the beginning of a relative clause.

Examples: who, which, that, whose, where, when

Check out: <https://www.grammarly.com/blog/relative-pronouns/>

**Adjective**

Adjectives are words that describes a noun. It’s important to use interesting and exciting adjectives, instead of boring ones like ‘big’ to make your work as descriptive as possible.

Examples: blue, large, magnificent.

We can use a thesauruses in school to help us find alternative adjectives. You could use one if you have one at home or visit an online thesaurus at: <https://www.collinsdictionary.com/dictionary/english-thesaurus>

**Verb**

A verb is a word that describes an action and forms the main part of the sentence. Some people refer to it as ‘the doing word’. Verbs are not allowed in expanded noun phrases. If you have two verbs next to each other in a sentence, you must add a comma in between them.

Examples: swimming, running, walking and singing.

Check out: <https://www.youtube.com/watch?v=Q2gCrABrj_U>

**Modal verb**

These are verbs that indicate likelihood, ability, permission or obligation.

Examples: would, could, should, shouldn’t, can, will, might, may, must

Check out: <https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zps4pbk>

**Imperative verb**

These are known as ‘bossy’ verbs. When imperative verbs are in a sentence, it will always sound like the speaker is bossing someone around. You will find lots of imperative verbs in recipes or in set of instructions.

Examples: put, chop, catch, hold, fold, play, bake, mix, pour, peal, slice, cut

**Adverb**

A word which describes how a verb is done. They usually (but not always) end in –ly.

Examples: quickly, quietly, smoothly, early

Examples in a sentence: I ran quickly. She arrived early for the meeting.

Check out: <https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zgsgxfr>

**Time adverbial**

Time adverbials are words that describes when, for how long, or how often a certain action/ event has or will happen. If these are written at the start of a sentence, they are followed by a comma and classified as fronted adverbials.

Examples:

* Robin Hood swindled the Sheriff of Nottingham **yesterday**.
* Sarah was tired of spending time in her messy apartment, she is going to clean it **tomorrow**.
* Christmas is traditionally celebrated **in December**.
* She stayed at her grandmother’s house **all day**.
* **Later that day,** Charlie scored the most goals out of the whole football team.

**Fronted adverbial**

Fronted adverbials are words or phrases placed at the beginning of a sentence which are used to describe the action that follows. A fronted adverbial is followed by a comma.

Examples:

* **Before sunrise,** Zack ate his breakfast.
* **After the rain stopped,** Sophie went outside to play.
* **That afternoon,** Miss Griffiths drove to France.

Check out: <https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zp937p3>

**Determiner**

A determiner is a word that goes before a noun to clarify which particular example of the noun you are referring to.

Examples: a, my, the, their, one, those, many, twenty, five

Examples in a sentence: Can you give me **those** bananas? **Five** elephants escaped from a zoo in Paris.

Check out: <https://www.youtube.com/watch?v=wdv59REiNZQ>

**Homophone**

Homophones are words that sound the same but have different meanings. They also have different spellings.

Examples: their, there, they’re, aloud, allowed, dear, deer

Check out: <https://www.bbc.co.uk/teach/supermovers/ks2-english-homophones-with-johnny-inel/z6fjbdm>

Check out: <https://www.bbc.co.uk/bitesize/topics/zqhpk2p/articles/zc84cwx>

**Preposition**

These words tell us where something is in relation to a noun or pronoun. It basically tells you the position of something- PRE**POSITION**.

Examples: across, behind, in, on, between, under, next to, below

Check out: <https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zw38srd>

Song: <https://www.youtube.com/watch?v=byszemY8Pl8>

**Prepositional phrase**

A prepositional phrase usually includes a [preposition](https://www.twinkl.co.uk/teaching-wiki/preposition), a [noun](https://www.twinkl.co.uk/teaching-wiki/noun) or [pronoun](https://www.twinkl.co.uk/teaching-wiki/pronoun) and may include an [adjective](https://www.twinkl.co.uk/teaching-wiki/adjective). It does not include a [verb](https://www.twinkl.co.uk/teaching-wiki/verb).

Examples: beneath the duvet, under the blue sky, next to the table

**Expanded noun phrase**

An expanded noun phrase is not a sentence as it does not make sense on its own (therefore they don’t need a full stop at the end). They do not include any verbs (eg. were, was). In an expanded noun phrase you have:

Determiner adjective noun prepositional phrase

Examples: The dark pebble on the beach

Five ugly witches in the blue sky

**Main clause**

A main clause is a group of words that contains a subject and a verb which makes complete sense on its own. A main clause can form a complete sentence on its own.

Examples:

* The lion roared

Subject = the lion  
Verb = roared

* The baby cried

Subject = the baby  
Verb = cried

* The teacher listened carefully

Subject = the teacher  
Verb = listened

**Subordinate clause**

A subordinate clause is a clause that doesn’t make sense on its own. They must be linked to a main clause by a sub-ordinating conjunction to make a sentence.   
Examples: I played out until it went dark.

In this sentence, the phrase ‘until it went dark’ is the subordinate clause because it requires additional information in order to make sense.

Whilst the boys were outside, Charlie stole all of their sweets.

Despite the wind and rain, Celia searched for the rabbit.

**Conjunction**

A conjunction is a word, or words, that are used to join two clauses together. They used to be called connectives. There are two types of conjunctions: subordinating and co-ordinating conjunctions.

**Co-ordinating conjunctions**

Co-ordinating are used to join two clauses together. Both of the clauses are main clauses and make sense on their own. We use co-ordinating conjunctions in compound sentences.

Examples: for, and, nor, but, or, yet, so (you can also use the acronym FANBOYS to help remember them).

Check out: <https://www.youtube.com/watch?v=hIVL38Is5Ac>

Check out:<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z9wvqhv>

**Subordinating conjunctions**

Subordinating conjunctions are used to join two clauses together. They join a subordinate clause to a main clause.

Examples: although, whenever, however, if, though, even if, because, unless, since (you can also use the acronym A WHITE BUS to help remember them).

Check out: <https://www.youtube.com/watch?v=FK2Gyto5gTQ>

Check out:<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zqk37p3>

**Simple sentence**

A simple sentence is made up of a subject (normally noun or pronoun) and a main verb. Usually, simple sentences are rather short.

Examples: My sister walked onto the stage. Rebecca sang. It was raining. The angry dog barks.

Check out: <https://www.bbc.co.uk/bitesize/topics/z39tqfr/articles/zfv93j6>

**Compound sentence**

A compound sentence follows the structure of:

Main clause Co-ordinating conjunction Main clause.

Example: The lion roared and the zookeeper was scared.

It includes two main clauses linked together by a co-ordinating conjunction.

Check out: <https://www.bbc.co.uk/bitesize/guides/zpqnfg8/revision/3>

**Complex sentence**

A complex sentence follows one of following structures:

Main clause Sub-ordinating conjunction Subordinate clause.

Example: Jessica was eating her delicious cereal because she was told to.

or

Sub-ordinating conjunction Subordinate clause (comma) Main clause.

Example: Although he didn’t eat all of his dinner, Jack was given a slice of cake for dessert.

It includes a sub-ordinating conjunction, one main clause and one subordinate clause.

Check out: <https://www.bbc.co.uk/bitesize/topics/z4hrt39/articles/zfxfwty>

**Relative Clauses:**

A relative clause can be used to add information to a sentence about a noun.

They always start with a relative pronoun.

Examples: I won’t stand by the man **who smells of slime**.

The relative clause is ‘who smells of slime’. It provides more information about the man. The relative pronoun, ‘who’, is used to connect these clauses in the sentence.

Check out: <https://www.bbc.co.uk/teach/supermovers/ks2-english-relative-clauses-with-max-harvey/z4ndvk7>

Check out: <https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zsrt4qt>

**Statement**

These can also be known as a declarative sentences. They simply make a statement and ends with a full stop.

Examples: We own a cat. She drew a picture.

**Question**

These can also be known as an interrogative sentence. This is when person is asking for something. They always end in a question mark.

Examples: Where is the cat? Have you seen my shoes?

**Rhetorical Question**

A rhetorical question is a question which you are not expecting an answer to. You may find lots of these in a persuasive advertisement.

Examples: Guess what? Are you fed up of cleaning your own oven? Are you ready to buy the Easy Maid 3000?

**Exclamation**

These can also be known as an exclamatory sentence. This is where a statement is made with emotion. They always end with an exclamation mark.

Examples: What a beautiful day! The cat is very cute!

**Command**

These can also be known as imperative sentences. They give commands or requests and always include an imperative verb. We end commands with full stops or exclamation marks.

Example: Feed the cat. I order you to clean the kitchen! Don’t do that!

**Root word**

A root word is a word that stand on its own, however you make it into a new word by adding prefixes and suffixes.

Examples: clear (clearly, unclear), happy (happily, happiness), beauty (beautiful)

**Prefix**

A prefix is a group of letters that you can add to the beginning of a root word to change its meaning.

Examples: un (unclear), mis (missspelt), sub (subway), pre (prepacked), un (unhurt)

Check out: <https://www.bbc.co.uk/teach/skillswise/prefixes-and-suffixes/zkmbt39>

Check out: <http://teach.files.bbci.co.uk/skillswise/en17suff-e3-f-what-is-a-prefix.pdf>

**Suffix**

A suffix is a group of letters that you can add to the end of a root word to change its meaning.

Examples: ed (walked), ing (saying), ness (happiness), ment (excitement), ful (helpful)

Check out: <https://www.bbc.co.uk/teach/skillswise/prefixes-and-suffixes/zkmbt39>

Check out: <http://teach.files.bbci.co.uk/skillswise/en17suff-l1-f-what-is-a-suffix.pdf>

**Apostrophe for omission (contraction)**

You can use apostrophes to show that you have **omitted** (left out) some letters when you are joining words together.

Example: you can join the words ‘you’ and ‘are’ together. You + are = you're. The apostrophe takes the place of the removed letters. In this example, the letter a.

Check out: <https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zcyv4qt>

**Apostrophe for possession**

An apostrophe can be used to show that one thing belongs to or is connected to something. It is presented as ‘s or s’ and usually shows who objects belong to.

Examples: Lewis’ jacket, Grace’s shoes, Miss Griffiths’ pen, Elliot’s jumper

Check out: https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zx9ydxs

**Direct speech**

Direct speech is when the exact words that have been said by a person are written down inside inverted commas. Inverted commas go before and after direct speech. They surround what was said by the speaker. You will find direct speech in newspaper articles or narratives.

Example: "I'm pleased to have raised so much money," said Lily.

Check out: <https://www.bbc.co.uk/bitesize/articles/zm63c7h>

**Inverted commas “ ”**

These can also been known as speech marks. We use these to show when someone is speaking. The inverted commas go around what the person is saying. The basic rules for these are:

* Full stops go inside the speech marks
* No full stop if there is an exclamation or question mark
* Capital letter at the start of speech
* New line for a new speaker

Check out: <https://www.youtube.com/watch?v=wTChUiV9rCg>

**Indirect speech (reported speech)**

When indirect speech is used, the writer will share the main points of what someone has said without writing exactly what they said in full. No speech punctuation (like inverted commas) is used for indirect speech.

Example of changing direct speech into indirect speech:

Direct: “I was tired after all that walking,” explained Robert.

Indirect: Robert admitted he was very tired by the end of his challenge.

Check out: <https://www.bbc.co.uk/bitesize/articles/zm63c7h>

**Capital letters**

We use capital letters for proper nouns and at the beginning of sentences.

Examples: France, Millie, Oliver, McDonald’s, I went to bed.

Check out: <https://www.youtube.com/watch?v=c3g2gqt2TpA>

**Full stops .**

A full stop is a piece of punctuation which is used to end a sentence. We don’t leave any spaces between the last letter and the full stop. But, we should use one space between the full stop and the first letter of the next sentence. If we write a next sentence, we should start it with a capital letter.

Examples: I ate my cereal in four mouthfuls. I want to go outside.

Check out: <https://www.youtube.com/watch?v=kSFNE1s6ACg>

**Ellipsis …**

An ellipsis highlights the omission of a word or phrase within a sentence. It is a series of three consecutive dots that indicates the writer has deliberately missed out a word, sentence, or whole section from a text, without altering its original meaning.

How is an ellipsis used?

* A pause for effect to increase tension
* An unfinished thought, or one where some meaning is implied and not spelled out
* A trail off into silence
* A word or words have been missed out from a text deliberately

Examples:

Slowly, they crept into the dark cave…

“Are you ready? I don’t know if I…” stammered Tom.

**Commas ,**

Commas are one of the smallest but most complicated piece of punctuation. This is because they can be used for different jobs.

1. **Commas and lists**: commas are used to separate items in a list:

Example: I play netball, basketball, hockey and football.

1. **Commas and adjectives**: if you have two adjectives next to each other, a comma must be placed in between.

Example: She lifted the heavy, dusty book from the shelf.

1. **Commas and fronted adverbials**: commas are used immediately after a fronted adverbial.

Example: After breakfast, Ian ran outside.

1. **Commas and clauses**: commas are used in complex sentences in between clauses.

Example: Although the football game was cancelled, the boys were happy.

1. **Commas and direct speech**: Commas are used to punctuate direct speech by 'introducing' the speech:

Example: The director shouted, "Action!"

You also need a comma if the sentence continues after the speech:

Example: The director shouted, "Action", and the actors began the scene.

**Exclamation mark !**

An exclamation mark is used to show when something is surprising or forceful. It helps make the meaning of the sentence clear.

Examples: That chocolate fudge cake was incredible! The new iPhone 16 is only two million pounds!

Check out: <https://www.bbc.co.uk/bitesize/topics/z8x6cj6/articles/z3dcmsg>

Check out: <https://www.youtube.com/watch?v=r4QZG71z96o>

**Question mark ?**

A question mark is a piece of punctuation which we only use at the end of a question.

Examples: Can I have a jam on my toast? Are you okay?

Check out: <https://www.bbc.co.uk/bitesize/topics/z8x6cj6/articles/zcm3qhv>

Check out: <https://www.youtube.com/watch?v=TcVPNBG2bJw>

**Personification**:

Personification gives human traits and qualities, such as emotions, desires, sensations, gestures and speech, to an object.

Examples: The leaves waved in the wind, the sun smiled at us.

Check out: <https://www.bbc.co.uk/bitesize/topics/zfkk7ty/articles/zw9p8mn>

Check out: <https://www.youtube.com/watch?v=VqBZMR83wCg>

**Simile**

A simile compares something to something else. They always use the word **like** or **as**.

Examples: The tree was **as** tall as a skyscraper. The child at the table ate **like** a monster.

Check out: <https://www.bbc.co.uk/bitesize/topics/zmfc7ty/articles/zrrhpg8>

Check out: <https://www.youtube.com/watch?v=uoSBVNUO2LU>

**Metaphor:**

Metaphors say something **is** something else.

Example: The snow is a white blanket.

In this example, the snow isn’t actually a white blanket, but it looks like one so we can use a metaphor and say that the snow **is** a white blanket.

Check out: <https://www.youtube.com/watch?v=uoSBVNUO2LU>

**Hyperbole**

A hyperbole is where exaggeration is used for a purpose. It is not meant to be taken literally and it is used to emphasise a point.

Examples: She was dying of laughter.

In this example, nobody will actually die of laughter. The hyperbole just tells us that the person was laughing really hard.

I'm so hungry I could eat a horse!

I'm giving it two hundred per cent

Check out:<https://www.bbc.co.uk/bitesize/topics/z4jf6g8/articles/z6h72sg>

Check out: <https://www.youtube.com/watch?v=kuzWLDWm6Zs>

**Parenthesis**:

Parenthesis is when a word or phrase is inserted into a sentence, as an afterthought or as extra information. Brackets, dashes and commas are used to indicate parenthesis. If we remove the parenthesis, the sentence will still make sense on its own.

Example: My friend walked their dog (called Bob) every day after school.

My friend walked their dog -called Bob- every day after school.

My friend walked their dog, called Bob, every day after school.

The sentence will still make sense if you remove the parenthesis.

Check out: <https://www.bbc.co.uk/bitesize/topics/zmfc7ty/articles/z7hppg8>

Check out: <https://www.bbc.co.uk/teach/supermovers/ks2-english-commas-brackets-dashes-with-ben-shires/zh32cqt>

Check out: <https://www.youtube.com/watch?v=AseBaZWID7w>