

**Year 6**

**SPAG Revision Booklet**

# A

**Adjective:** a word that describes a noun

the **tall** **tree**  
 adjective      noun

**Adverb:** a word that describes verb

She **ran** **quickly**.  
 verb      adverb of manner (how?)

**Adverbial phrase:** a group of words that is used to show time, reason, manner, place, possibility or frequency



Time = when?

Reason = why?

Manner = how?

Place = where?

Possibility

surely, certainly, maybe,  
perhaps, possibly, unlikely

Frequency

often, sometimes, never,  
regularly, hardly, a lot

## Examples

The birds sang early in the morning.

Sam didn't eat his lunch because he felt sick.

With a grin, she turned and walked away.

He sat under the stars, gazing up.

It is very unlikely that it will snow tomorrow.

Jamie never hands his homework in on time.

**Apostrophes for contraction:**

hasn't	it's	she'll	I've
(has not)	(it is/it has)	(she will)	(I have)

**Apostrophes for possession:**

This is Amy's car.

Robert's shoes are dirty.

Singular

Plural

## Abstract noun:

An abstract noun is something that exists but can't physically be touched. Examples:

love    bravery    sorrow  
 opinion    strength  
 beauty    luck    trust  
 fear    joy    success

**Possessive nouns:**  
 Explains who or what has something.

The word 'Pigs' is plural (more than one) so you add an apostrophe after the s.

The pigs' pancakes are so yummy!

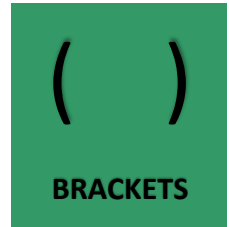
**Antonyms:** words with the opposite meaning

## Examples:

- Hot is the antonym of cold
- Ancient is the antonym of modern
- Messy is the antonym of tidy

# B

**Brackets:** used to add extra but not essential detail in a sentence.



George Washington (the first American President) was born in 1732.

opening bracket

I went to the cinema to meet James (my eldest brother).

closing bracket

I love strawberries (and raspberries) but I'm not keen on blackberries.

## Bullet points:

These are used to make notes or a list. They do not have to be in full sentences but must follow the rule of having the same punctuation as the first bullet point.

<u>Shopping list</u>
• Bread
• Cheese
• Milk

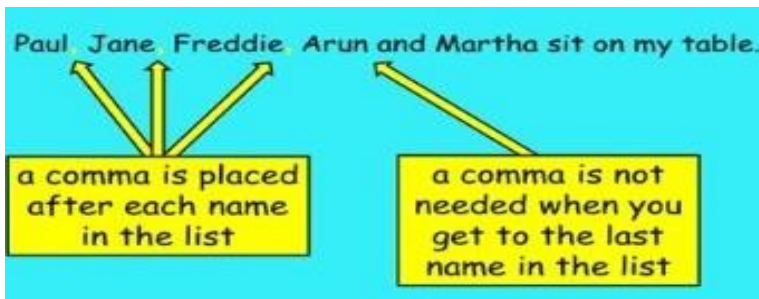
<u>Shopping list</u>
• Bread,
• Cheese,
• Milk.

<u>Shopping list</u>
• bread
• cheese
• milk

This is the same list but differently punctuated. All are correct because they follow the same starting bullet point's format.

# C

## Commas in a list:



Practice: Write your own list using commas accurately.

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## Commas for clarity:

Commas are used for clarity to make sure the meaning of a sentence is clear. Example:

Let's eat grandma.  
 Let's eat, grandma.  
 COMMAS SAVE LIVES

Without a comma, the suggestion is to eat grandma.

With a comma, the suggestion is to eat WITH grandma.

### SATs question:

Explain how the **comma** changes the meaning of the second sentence.

1. I asked if Jake Thomas and Lily were coming to the barbecue.
2. I asked if Jake, Thomas and Lily were coming to the barbecue.

**Clauses:**

**Independent (main) clause**

The cat sat on the mat.

Subject = the cat Verb = sat

A sentence that makes sense alone and includes a subject and a verb. You need to be able to identify independent clauses to know where to put a full stop.

**Subordinate clause**

The cat sat on the mat whilst eating her food.

Subject = the cat/her Verb = sat/eating

Includes a subject and a verb but does not make sense on its own - it must be supporting an independent clause.

**Relative clause**

The cat, who sat on the mat, had a grin on her face.

Includes a subject and a verb but adds extra detail or information to an independent clause and is a type of subordinate clause but is identified by the words who, whom, whose, which, that at the beginning.

**Conjunctions for co-ordination:**



These are used to join **independent clauses**.

Independent clause

Independent clause

I like snow **but** I don't like being cold.

**Conjunctions for subordination:**

<b>A</b>	<b>WH</b>	<b>I</b>	<b>T</b>	<b>E</b>	<b>B</b>	<b>U</b>	<b>S</b>
although after as	when whenever whatever whether whereas which	if in order that in case	though till that	even though even if	because before	until unless	since

These words form a **subordinate clause - part of a sentence** that does not make sense on its own and **cannot exist without an independent clause** to support it.

Subordinating conjunction → **Although** the weather <sup>verb</sup> was cold and snowy, <sup>verb phrase</sup> I enjoyed playing in the snow. ← Independent clause

Subordinate clause

**Practise: Write some of your own examples using colours to show the different clauses you've used.**

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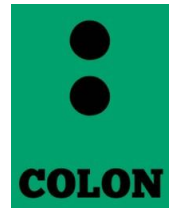


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**Colon:** A **colon** is a punctuation mark that can be used to **introduce a list** or to **separate two independent but linked clauses** (colons are used to stress that both clauses in the sentence are **closely linked** and the second clause emphasises, adds clarification, or adds further detail to the first clause).



**SATs practice question:**

Tick one box to show the correct place for a **colon** in the sentence below.

I decided it was time to leave I needed to  
avoid the evening traffic.

## D

**Dash:**

- Two dashes can be used – like this – as brackets or commas to show **optional extra** information.
- A dash can be used to show that something is an **afterthought** – like this.
- A dash can show – er – **hesitation and** – um – **interruption**.
- A dash can **introduce a list** – of items, events, feelings or the uses of a dash.
- A dash can just indicate a **pause** – for effect.



**SATs question:**

Tick one box to show where a **dash** should go in the sentence below.

The cheetah is the fastest mammal on earth it can reach speeds of  
68 to 75 miles per hour.

**Determiners:** the word that introduces a noun. These can be numbers or possessive pronouns eg. one bottle of milk was shared by two cats. OR his pencil/her coat

Other examples:



an, a and the are articles (types of determiners)

Using 'a' or 'an'...	
an	a
before a word that starts with a <b>vowel</b> : <b>an</b> apple	before a word that <b>does not</b> start with a vowel: <b>a</b> banana

SATs question:

Draw a line to match each sentence to the correct **determiner**. Use each determiner only **once**.

Sentence	Determiner
At the zoo we saw _____ owl.	a
There was also _____ cute baby penguin.	the
I thought it was _____ best day ever.	an

# E

Expanded noun phrase:

An expanded noun phrase gives much more detail than a simple noun phrase, for example:

simple noun phrase → A house

noun phrase expanded with an adjective → A **country** house

noun phrase expanded with two adjectives → A **derelict, old** country house

noun phrase expanded with adjectives and a prepositional phrase → A derelict, old country house **with boarded and broken windows**

# H

Hyphen: Joins two or more words, serving as a single adjective, **BEFORE** the noun.

well-known author      chocolate-covered strawberries

We Need Hyphens

because working  
twenty four-hour shifts  
is not the same as working  
twenty-four hour shifts

**AFTER** the noun, these **would not** be hyphenated.

The author is well known.

The strawberries are chocolate covered.

Hyphens can also join words to make a compound noun.

mother-in-law

step-sister

eye-opening

They can also be used to join prefixes to a root word for clarity.

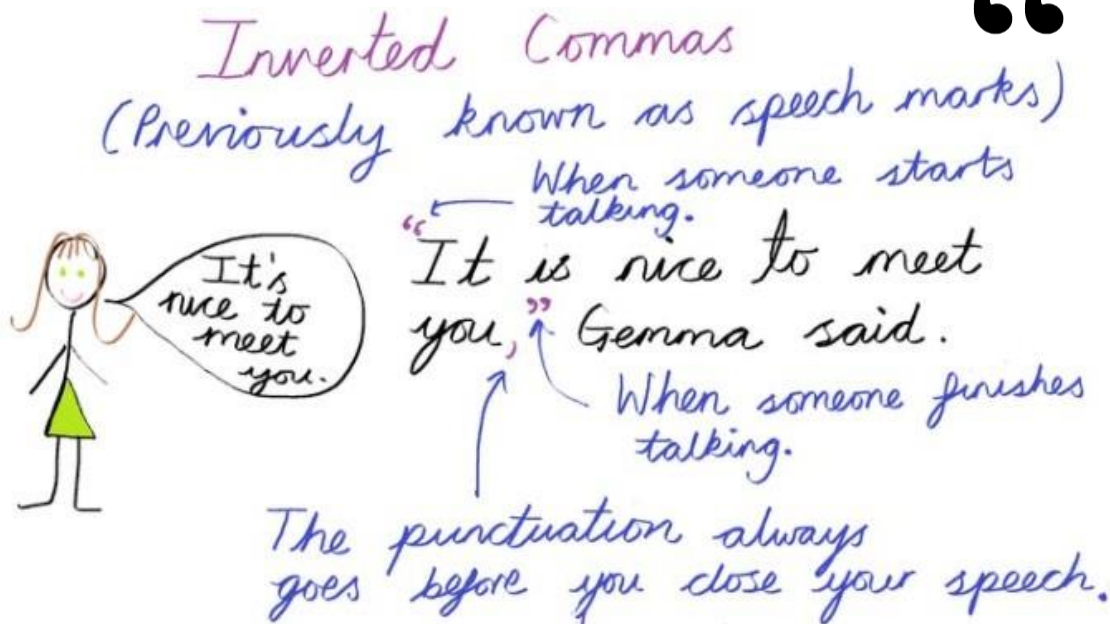
co-operate

co-ordinate

re-evaluate

Inverted commas:

“ ”



Other things to remember when punctuating dialogue:

- New speaker = new line when writing a conversation
- Direct speech means you write exactly what somebody says in first person
- Reported speech does not require inverted commas as it is paraphrasing what has been said and is written in third person

# N

Nouns:



**COMMON NOUN**

**THE NAME GIVEN TO A NON-SPECIFIC PERSON OR THING:**

student, teacher, man, woman, animal, dinosaur, meat, cheese...



**PROPER NOUN**

**REFERS TO A SPECIFIC PERSON OR THING AND REQUIRES A CAPITAL LETTER:**

Paul, Queen, Birmingham, Titanic, Shakespeare, Christmas, August, France...

## TYPES OF NOUN



**COLLECTIVE NOUN**

**USED FOR A COLLECTION OF PEOPLE OR THINGS:**

a *herd* of cows, a *swarm* of bees, an *orchestra* of musicians...



**ABSTRACT NOUN**

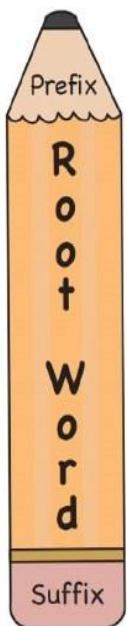
**DESCRIBES A CONCEPT, FEELING OR EMOTION :**

hunger, anger, happiness, freedom, wealth, health, knowledge, jealousy...



# P

**Prefix:** letters added to the **beginning** of a **root word** to change its meaning.



Prefix	Meaning	Examples
re-	again	rewrite
un-	not	unkind
pre-	before	premade
dis-	not, opposite of	dishonest
im-	not, opposite of	impolite
non-	not	nonsense
mis-	wrong, bad	misbehave

Add your own examples:

# P

**Phrase:** a small group of words that **does not contain a verb** (as soon as a verb is included, the group of words become a clause).

There are different types of phrases. The ones you need to know are listed below:

## Noun phrases

A simple noun phrase includes one noun and the determiner.

Eg. the dog...

An expanded noun phrase includes the determiner, noun and one or more adjectives to describe the noun.

Eg. the black dog...

or the black dog with thick, shaggy fur...

## Adverbial phrases

An adverbial phrase is used to modify an adverb to show how, why, when, where or why something happened. (TRaMP)

very slowly...

as fast as possible...

because of this...

due to the fact...

## Prepositional phrases - type of adverbial phrase

These are phrases that contain a preposition (adverb of where or when).

on the mat...

in the morning...

under the chair...

during the film...

**Passive and active sentences:** this is all about **subject** and **verb** placement in a sentence.

A sentence is written in **active voice** when the **subject** of the sentence is performing the action.

A sentence is written in **passive voice** when the **subject** of the sentence has something done to it by someone or something. **Passive voice** is usually used in more **formal writing** and to remain **impartial**.

For example:

The cat was chasing the mouse.



The mouse was being chased by the cat.

Active voice: The cat was chasing the mouse.

In this sentence, 'the cat' is the subject, 'was chasing' is the verb and 'the mouse' is the object.

Passive voice: The mouse was being chased by the cat.

In this sentence 'the mouse' has become the subject which is having something done to it by the cat.

## SATs questions:

Which sentence uses the **passive**?

Tick one.

The school proposed building a new playground.

The issue was discussed at a council meeting.

The council voted in favour of the proposal.

They started building the new playground last week.

Tick one box in each row to show whether the sentence is written in the **active voice** or the **passive voice**.

Sentence	Active	Passive
Otters live in clean rivers.	<input type="checkbox"/>	<input type="checkbox"/>
Fish are eaten by otters.	<input type="checkbox"/>	<input type="checkbox"/>
Usually, otters are playful creatures.	<input type="checkbox"/>	<input type="checkbox"/>

**Pronouns:** words which avoid repetition and create cohesion.

The pronoun **I** always needs a capital letter

subject pronouns	object pronouns	Possessive Pronoun
I	me	Mine
you	you	Yours
he	him	His
she	her	Hers
it	it	Its
we	us	Ours
you	you	Yours
they	them	Theirs

# S

**Sentence types:** it's important to be able to identify different types of sentences so you know what punctuation to use.

<b>There are <u>four</u> types of sentence</b>	
<b>Statement</b>	I am seven.
<b>Question</b>	How old are you?
<b>Exclamation</b>	What a nice surprise it is to see you!
<b>Command</b>	Come to my party.

Includes an imperative (bossy) verb.

## Semi-colons:

A semicolon is used:

- To separate items in a list
- To show a pause that is longer than a comma, but shorter than a full stop
- To join two sentences which are closely linked



**Examples:**

I love to sing; my brother loves to dance.

A pessimist sees the difficulty in every opportunity; an optimist sees the opportunity in every difficulty.

The town was deserted; everyone was on holiday.

In these sentences, the semi-colon is in place of a conjunction to join two independent clauses.

## Subject and object:

The **subject** is who or what is the main focus of the sentence and performing the **verb**.

The **object** is the person or thing that the **verb** is acting upon.

Subject
Verb
Object

"A woman is reading a book."

Any sentence **must** have at least a Subject and a Verb!

An Object is **optional**.



SATs question:

Label each box with **subject (S)** or **object (O)**.

Sam baked cakes for charity and he sold them at breaktime.

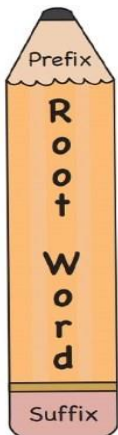
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**Suffix:** letters added to the **end** of a **root word** to change its meaning.



Suffix	Meaning	Example
<b>-age</b>	A result	Wreckage
<b>-ance</b>	An action or state	Importance
<b>-ant</b>	A person	Asistant
<b>-ee</b>	A person	Referee
<b>-ence</b>	An action or state	Difference
<b>-er/or</b>	A person	Teacher
<b>-ery</b>	A type or place of work	Bakery
<b>-ess</b>	Makes a feminine form	Waitress
<b>-ful</b>	As much as will fill	Spoonful
<b>-ing</b>	An action or result	Painting
<b>-ion</b>	A process, state or result	Decoration
<b>-ism</b>	A belief or condition	Judaism
<b>-ist</b>	A person	Florist
<b>-ment</b>	An action or state	Measurement
<b>-able</b>	Able to be	Inflatable
<b>-en</b>	Made of	Woolen
<b>-ful</b>	Full of	Beautiful
<b>-ible</b>	Ability	Flexible
<b>-ish</b>	A little	Greenish
<b>-less</b>	Without	Careless
<b>-like</b>	Similar to, like	Lifelike
<b>-ous</b>	Full of	Joyous
<b>-some</b>	A tendency to	Quarrelsome

**Synonyms:** words with the **same meaning**

**Examples:**

Beautiful = alluring, attractive, pretty, fine, pleasing

Old = elderly, mature, aged, senior

Sad = unhappy, gloomy, sorrowful, dejected, downcast

**SATs practice question:**

Circle the two words in the sentence below that are **synonyms** of each other.

He was lucky to win first prize – he knew it was fortunate that his closest rival had decided not to take part.

Use this space to make your own collection of synonyms that you could use in your work:

Word	Synonyms

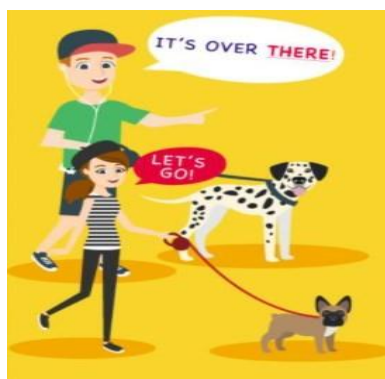
# Their

...is a possessive determiner which shows belonging or possession.



# There

...is an adverb which always refers to a place whether concrete or abstract.



# they're

...is a contraction of the words 'they are'.



**Tense:** there are many different forms of tense you need to know.

Simple Present Tense

**Example**

I **am** a teacher  
 He **is** a teacher  
 They **are** teachers  
 He **teaches** English  
 They **teach** English

Simple Past Tense

**Example**

I **was** a teacher  
 He **was** a teacher  
 They **were** teachers  
 He **taught** English  
 They **taught** English

Simple Future Tense

**Example**

I **will be** a teacher  
 He **will be** a teacher  
 They **will be** teachers  
 He **will teach** English  
 They **will teach** English

**Present Perfect Tense**

Subject	Helping Verb	Main Verb (Past Participle)
I	<b>Auxiliary verbs</b> have	decided finished lost chosen gone
You		
They		
We		
She	has	
He		
It		

**Past Perfect Tense**

**When do we use Past Perfect Tense?**

The **past perfect** takes place before another **past action**.

*Example:*

I **noticed** that he **had left** his books behind.

past action

past perfect

**Past, present and future progressive tense**

**present progressive tense**  
 shows an action in progress now  
 add the present form of 'to be' before the '-ing' verb

**past progressive tense**  
 shows an action that was in progress in the past  
 add the past form of 'to be' before the '-ing' form of the verb

**future progressive tense**  
 shows an action that will be in progress

Examples:

- I **am walking** to the shop.
- I **was walking** to the shop.
- I **will be walking** to the shop.

Auxiliary verbs in red tell us the tense.  
 The main verb in green is written in the progressive form using 'ing'.

**V**

**Verbs:** are doing or being words.

They are not just actions; they can be **feelings** too.

**Auxiliary verbs** are used to show tense and **main verbs** show action or feeling.

**Verb**

Verbs are **action** or **being** words.

played, listened, eaten, ran, singing, throw, to jog, drove, being, was, were, to be, am, are, will be, is, been

I **sang** a song.  
 We **played** until nine.  
 He **snored**.  
 I **wrote** a letter.

It **ended**.  
 She **ran** a marathon.

I **am** hungry.  
 It **is** over.  
 She **is** twelve.

They **will be** coming.  
 You **were** brilliant.  
 We **are** late.

grammarsaurus.co.uk