



The GPS toolkit



Nouns		
Term	Definition	Examples
Nouns	Nouns are 'naming' words: a word used for naming an animal, a person, a place or a thing.	
Common (concrete) noun	A common noun is a noun that is used to name everyday things: <i>cars, toothbrushes, trees</i> ,... - and kinds of people: <i>man, woman, child</i> ...	
Proper noun	This is a noun used to name particular people and places: <i>Jim, Betty, London</i> ... - and some 'times': <i>Monday, April, Easter</i> ... It always begins with a capital letter.	
Collective noun	This is a noun that describes a group or collection of people or things: <i>army, bunch, team, swarm</i> ...	
Abstract noun	An abstract noun describes things that cannot actually be seen, heard, smelt, felt or tasted: <i>sleep, honesty, boredom, freedom, power</i> ...	
Adjectives		
Term	Definition	
Adjective	An adjective is a 'describing' word: it is a word used to describe (or tell you more about) a noun. <u>Example</u> : The burglar was wearing a black jacket, a furry hat and a large mask over his face.	



Verbs		
Term	Definition	
Verb	<p>A verb describes a state of action. It is often called a 'doing' word: e.g. <i>running, eating, sitting</i>.</p> <p>All sentences have a subject and a verb. The subject is the person or thing doing the action: <u>Example</u>: Cats purr (Cats is the subject and purr is the verb)</p>	
Auxiliary verb	<p>A verb is often made up of more than one word. The actual verb-word is helped out by parts of the special verbs: the verb to be and the verb to have.</p> <p>Auxiliary verbs for 'to be' include: <i>am, are, is, was, were...</i></p> <p>Auxiliary verbs for 'to have' include: <i>have, had, hasn't, has, will have, will not have...</i></p> <p><u>Example</u>: I <i>have</i> arrived ('arrived' is the main verb and 'have' is the auxiliary verb)</p>	
Modal verbs	<p>They show us how likely something is: <i>It <u>should</u> rain later.</i> <i>I <u>might</u> be able to beat her.</i></p>	
Adverbs		
Term	Definition	
Adverb	<p>An adverb tells you more about the verb (or adjective). Most adverbs in English end in <i>-ly</i> and come from adjectives: <u>E.g.</u> <i>soft - softly; slow - slowly.</i></p>	
	Some words can be either adverbs or adjectives depending on what they	



Adverb or Adjective?	<p>do in a sentence, e.g. <i>fast, hard, late</i>. If they answer the questions: How? When? Where? or Why? - they are adverbs.</p> <p>If they answer the question: "What is it like?" - they are adjectives, and will be telling you more about a specific noun.</p> <p><u>Examples:</u> <i>Life is hard. (adjective)</i> <i>Kim works hard. (adverb)</i> <i>The train arrived early. (adverb)</i> <i>I took an early train. (adjective)</i></p>
-----------------------------	--

Pronouns

Term	Definition	
Pronoun	<p>The word you use to stand for a noun is called a pronoun (which means 'for a noun')</p> <p>We use pronouns so that we do not have to repeat the same nouns over again.</p>	
Singular pronouns	<p>Singular pronouns are used to refer to one person or thing.</p> <p>E.g.: <i>I, you, me, he, she, it, you, him, her, mine, yours, his, hers, its</i></p>	
Plural pronouns	<p>Plural pronouns are used to refer to more than one person or thing.</p> <p>E.g.: <i>we, they, us, them, ours, yours, theirs</i></p>	
Relative pronouns	<p>Found at the start of a relative clause: <i>who, which, what (that)</i></p> <p><i>Superman, <u>who</u> was in his cape, flew down the street.</i></p>	<p>Remember you could use a pair of dashes or a pair of brackets.</p> <p><i>Superman- <u>who</u> was in his cape- flew down the street.</i></p> <p><i>Superman (<u>who</u> was in his cape) flew down the street.</i></p>

Other word classes and grammatical terms



Term	Definition	
<p>Prepositions</p>	<p>Prepositions are words which show the relationship of one thing to another.</p> <p><u>Examples:</u> Tom jumped over the cat. The monkey is in the tree.</p> <p>These words tell you where one thing is in relation to something else.</p> <p>Other examples of prepositions include: up, across, into, past, under, below, above ...</p>	
<p>Determiners</p>	<p>A determiner is always used with and gives some information about a noun. There are three articles: <u>a, an and the</u></p> <p>*There is sometimes confusion about whether to use a or an. The sound of a word's first letter helps us to know which to use: If a word begins with a vowel sound, you should use an; if a word begins with a consonant sound, you should use a.</p>	
<p>Coordinating conjunctions</p>	<p>Conjunctions join together words, phrases, clauses and sentences. They help us to create compound sentences by joining two main clauses together.</p> <p>E.g.: <u>She went to the shops. She bought a box of chocolates.</u></p> <p>We can use a conjunction to join these sentences together: <u>She went to the shops and bought a box of chocolates.</u></p> <p>Other Conjunctions include: but, as, so, or, because, then ...</p>	<p>F A N B O Y S</p>



Subordinating conjunctions	<p>Subordinating connectives link a main (independent) clause with a subordinate (dependent) clause (a clause which does not make sense on its own).</p> <p>Example: <i>When we got home, we were hungry.</i></p> <p>Other subordinating connectives include: <i>if, while, after, until, before, although, even though, as, despite</i></p>	
-----------------------------------	--	--

Features of sentences/Types of sentences

Term	Definition	
<u>statement</u>	<p>These are sentences which state facts.</p> <p><u>e.g.</u>: It is hot. The butter is in the fridge.</p>	
<u>question</u>	<p>Interrogative sentences (questions) are sentences which ask for an answer.</p> <p><u>e.g.</u>: Are you hot? Where is the butter?</p>	
<u>command</u>	<p>These are sentences which give orders or requests.</p> <p><u>e.g.</u>: Play the movie. Give me a dinosaur for my birthday.</p>	
<u>exclamation</u>	<p>Exclamatory sentences (exclamations) are sentences which express a strong feeling of emotion.</p> <p><u>MUST START WITH WHAT OR HOW</u> eg. What a beautiful day!</p>	
Clause	<p>A clause is a group of words <u>which does contain a verb</u>; it is part of a sentence.</p> <p>There are two kinds of clauses:</p> <ol style="list-style-type: none"> 1. A main clause (makes sense on its own) e.g.: Sue bought a new dress. 	



	<p>2. A relative clause (does not make sense on its own; it depends on the main clause for its meaning)</p> <p>E.g.: Sue bought a new dress when she went shopping.</p> <p>*'when she went shopping' is the subordinate clause as it would not make sense without the main clause.</p>	
Phrase	<p>A phrase is a group of words which does not make complete sense on its own and does not contain a verb; it is not a complete sentence: e.g.: up the mountain</p>	
Noun phrase	<p>A phrase you could replace with he, she or it</p> <p>The man</p> <p>Expanded: The tall mysterious man with the shades</p>	<p>The ↑ man with</p> <p>use some adjectives before the noun</p>
Adverbials	<p>Show time, place or manner:</p> <p>Before long, Finally, That morning, In the dark woods, Behind the school, Slowly, Carefully, Viciously,</p>	MUST BE FOLLOWED BY A COMMA
Passive and active voice	<p><u>Ben</u> smashed the window.</p> <p>The window was smashed by Ben.</p> <p>Active voice tells us who did something. Passive voice has the object having <u>something done to it</u>.</p>	



Standard English and formality		
Term	Definition	
<u>Standard English</u>	Standard verb forms. e.g. : I did/I done, we were/we was I went to the shop NOT I gone to the shop.	I would of liked one too. <u>Standard English:</u> I would have liked one too.
Formal and informal vocabulary	<u>Informal</u> Alright, do you fancy coming to a SATs booster? <u>Formal</u> <u>Dear Pupil, I request your presence at booster tonight.</u> <u>Yours faithfully, Mr Peoples</u>	
Formal and informal structures		
The subjunctive	'Were' is the magic word in the subjunctive If I were you, I wouldn't give up.	



Punctuation

Definition	Example
<p>Capital letter</p> <p>Used to denote the beginning of a sentence or a proper noun (names of particular places, things and people).</p>	<p><u>J</u>oel has karate training ever <u>M</u>onday afternoon at <u>F</u>ishburn <u>P</u>rimary <u>S</u>chool.</p> <p><u>I</u>n <u>J</u>anuary, the children will be visiting <u>L</u>ondon <u>Z</u>oo.</p>
<p>Full stop</p> <p>Placed at the end of a sentence that is not a question or statement.</p>	<p>Terry Pratchett's latest book is not yet out in paperback. I asked her whether she could tell me the way to Brighton.</p>
<p>Question mark</p> <p>Indicates a question/disbelief.</p>	<p>Who else will be there? Is this really little Thomas?</p>
<p>Exclamation mark</p> <p>Indicates an interjection/surprise/strong emotion</p>	<p>What a triumph! I've just about had enough! Wonderful!</p>
<p>Inverted commas</p> <p>Punctuation marks used in pairs (" ") to indicate:</p> <ul style="list-style-type: none"> • quotes (evidence). • direct speech • words that are defined, that follow certain phrases or that have special meaning. 	<p><i>For direct speech:</i> Janet asked, "Why can't we go today?"</p> <p><i>For quotes:</i> The man claimed that he was "shocked to hear the news".</p> <p><i>For words that are defined, that follow certain phrases or that have special meaning:</i> 'Buch' is German for book. The book was signed 'Terry Pratchett'. The 'free gift' actually cost us forty pounds.</p>
<p>Apostrophes</p>	<p><i>Contractions:</i></p>



<p>Used to show that letters have been left out (contractions) or to show possession (i.e. 'belonging to')</p>	<p><i>Is not = isn't</i> <i>Could not = couldn't</i></p> <p><u>Showing Possession:</u> <i>With nouns (plural and singular) not ending in an s add 's:</i> the girl's jacket, the children's books</p> <p><i>With plural nouns ending in an s, add only the apostrophe:</i> the guards' duties, the Jones' house</p> <p><i>With singular nouns ending in an s, you can add either 's or an apostrophe alone:</i> the witness's lie or the witness' lie (be consistent)</p>
<p>Commas in a list</p> <p>Used between a list of three or more words to replace the word <i>and</i> for all but the last instance.</p>	<p>Jenny's favourite subjects are maths, literacy and art. Joe, Evan and Mike were chosen to sing at the service. The giant had a large head, hairy ears and two big, beady eyes.</p>
<p>Commas to mark phrases or clauses</p>	<p><i>To indicate contrast:</i> The snake was brown, not green, and it was quite small.</p> <p><i>Where the phrase (embedded clause) could be in brackets:</i> The recipe, which we hadn't tried before, is very easy to follow.</p> <p><i>Where the phrase adds relevant information:</i> Mr Hardy, aged 68, ran his first marathon five years ago.</p> <p><i>To mark a subordinate clause:</i> If at first you don't succeed, try again. Though the snake was small, I still feared for my life.</p> <p><i>Introductory or opening phrases:</i> In general, sixty-eight is quite old to run a marathon. On the whole, snakes only attack when riled.</p> <p><i>Fronted adverbials:</i></p>



	Unfortunately, the bear was already in a bad mood and, furthermore, pink wasn't its colour.
Commas in speech	<p>Commas are used to demarcate the reporting clause in direct speech whether it is before or after speech:</p> <p>'I want a ham sandwich,' said Lucy.</p> <p>Lucy said, 'I want a ham sandwich.'</p> <p>A reporting clause in the middle of the sentence is also demarcated if from the rest of the sentence with a comma, whether it is followed by speech or more information:</p> <p>'I'd like to know,' said Amy angrily, 'where my book is.'</p> <p>'Where?' asked Amy angrily, turning to glare at Ben.</p>
<p>Brackets (also known as parentheses)</p> <p>Used for additional information or explanation.</p>	<p><i>To clarify information:</i> Jamie's bike was red (bright red) with a yellow stripe.</p> <p><i>For asides and comments:</i> The bear was pink (I kid you not).</p> <p><i>To give extra details:</i> His first book (The Colour Of Magic) was written in 1989.</p>
<p>Ellipsis</p> <p>Used to indicate a pause in speech or at the very end of a sentence so that words trail off into silence (this helps to create suspense).</p>	<p><i>A pause in speech:</i> "The sight was awesome... truly amazing."</p> <p><i>At end of a sentence to create suspense:</i> Mr Daily gritted his teeth, gripped the scalpel tightly in his right hand and slowly advanced...</p>
<p>Hyphen</p> <p>Used to show interruption (often in dialogue) or to show repetition. Used to clarify meaning e.g. in compound adjectives</p> <p>Use them to add an after though</p>	<p><i>To show interruption:</i> "The girl is my - " "Sister," interrupted Miles, "She looks just like you."</p> <p>A man-eating crocodile is very different to a man eating crocodile!!!</p> <p>He could always run away- that was an option.</p>



<p>Colons</p> <p>a) Used before a list, summary or quote</p> <p>b) Used to complete a statement of fact</p>	<p><i>Before a list:</i> I could only find three of the ingredients: sugar, flour and coconut.</p> <p><i>Before a summary:</i> To summarise: we found the camp, set up our tent and then the bears attacked.</p> <p><i>Before a line of speech:</i> Tom asked: "May I have another cupcake?"</p> <p><i>Before a statement of fact:</i> There are only three kinds of people: the good, the bad and the ugly.</p>
<p>Semi-colons</p> <p>Used in place of a connective (conjunction). Shows thoughts on either side of it are balanced and connected. It can also separate words or items within a list.</p>	<p><i>To link two separate sentences that are closely related:</i> The children came home today; they had been away for a week.</p> <p><i>In a list:</i> Star Trek, created by Gene Roddenberry; Babylon 5, by JMS; Buffy, by Joss Whedon; and Farscape, from the Henson Company.</p>



Vocabulary/language strategies

Definition	Example
<p>Synonyms</p> <p>These are words that have a similar meaning to another word. We use synonyms to make our writing more interesting.</p>	<p>Synonyms for:</p> <p>Bad - awful, terrible, horrible Happy - content, joyful, pleased Look - watch, stare, glaze Walk - stroll, crawl, tread</p>
<p>Antonyms</p> <p>These are words with the opposite meaning to another word.</p>	<p>The antonym of <u>up</u> is <u>down</u> The antonym of <u>tall</u> is <u>short</u> The antonym of <u>add</u> is <u>subtract</u></p>
<p>Word groups/ families</p> <p>These are groups of words that have a common feature or pattern - they have some of the same combinations of letters in them and a similar sound.</p>	<p>at, cat, hat, and fat are a family of words with the "at" sound and letter combination in common.</p> <p>bike, hike, like, spike and strike are a family of words with the "ike" sound and letter combination in common.</p> <p>blame, came, fame, flame and game are a family of words with the "ame" sound and letter combination in common.</p>
<p>Prefix</p> <p>Prefixes are added to the beginning of an existing word in order to create a new word with a different meaning.</p>	<p>Adding 'un' to happy - unhappy Adding 'dis' to appear - disappear Adding 're' to try - retry</p>
<p>Suffix</p> <p>Suffixes are added to the end of an existing word to create a new word with a different meaning.</p>	<p>Adding 'ish' to child - childish Adding 'able' to like - likeable Adding 'ion' to act - action</p>



<p>Root words</p> <p>Root words are words that have a meaning of their own but can be added to either with a prefix (before the root) or a suffix (after the root) to change the meaning of the word. Root words can often be helpful in finding out what a word means or where it is 'derived' from.</p>	<p><u>help</u> is a root word</p> <p>It can grow into:</p> <p> <u>helps</u> <u>helpful</u> <u>helped</u> <u>helping</u> <u>helpless</u> <u>unhelpful</u></p>
<p>Singular</p> <p>A singular noun names one person, place or thing (a single item).</p>	<p>One bike One mango One dress One fly One turkey One half</p>
<p>Plural</p> <p>More than one person, place or thing.</p>	<p><i>Most nouns are made into plurals by adding -s:</i> Three <u>bikes</u></p> <p><i>Some nouns ending in -o are made into plurals by adding -es:</i> Two <u>mangoes</u></p> <p><i>Most nouns ending in hissing, shushing or buzzing sounds are made into plurals by adding -es:</i> Ten <u>dresses</u></p> <p><i>For words ending in a vowel and then -y, just add -s:</i> Eight <u>turkeys</u></p> <p><i>For words ending in a consonant and then -y, change -y to -i and add -es:</i> Five <u>flies</u></p> <p><i>Most nouns ending in -f or -fe change to -ves in the plural:</i> Six <u>halves</u></p>

