
SPAG Definitions

A Reference Guide
Stoneferry Primary

2019 - 2020

Contents

Parts of a Sentence	3 – 4
Subject	3
Object	
Phrase	
Clause (Main)	
Sentence (Simple, Compound, Complex)	
Statement	
Exclamation	4
Question	
Command	
Parenthesis	
Word Types & Classes	5 – 8
Noun (Singular, Plural, Common, Proper, Collective, Abstract)	5
Noun Phrase	
Pronoun (Singular, Plural, Possessive, Relative)	6
Determiner (Article)	
Adjective	
Verb (Auxiliary, Modal, Imperative)	
Subjunctive Verbs	
Adverb	7
Adverbial Phrases	
Preposition	
Prepositional Phrase	
Conjunction (Co-ordinating, Subordinating)	8
Subordinate Clause	
Relative Clause	
Simile	
Metaphor	
Tenses & Voices	9
Simple Tense	9
Progressive Tense (Progressive Verbs)	
Perfect Tense (Perfect Verbs)	
Present Perfect Progressive Tense	

Active Voice
Passive Voice

Punctuation **10 – 12**

Capital Letter 10

Full Stop

Comma

Apostrophe (Contraction, Possession)

Exclamation Mark

Question Mark 11

Inverted Commas (Speech Punctuation)

Ellipsis

Brackets

Dash 12

Hyphen

Bullet Points

Colon

Semi-colon

Spelling **13**

Root Word 13

Prefix

Suffix

Compound Word

Word Families

Antonym

Synonym

Homophone

Homonym

Idiom

	Feature	Definition	Example	Year Group (Curriculum Guidelines)
PARTS OF A SENTENCE	Subject	The who or what in a clause that is performing the verb.	<u>The girl</u> ran home. The apple was pecked by <u>it</u> .	Yr 6
	Object	The who or what in a clause that is acted upon by a verb.	The girl ran <u>home</u> . <u>It</u> was pecked by a bird.	Yr 6
	Phrase	A group of words that <u>does not</u> contain a verb. <i>(Also see Noun Phrase, Adverbial Phrase and Prepositional Phrase.)</i>	the shy girl in the deep, dark forest at the beginning of the week	<i>For Reference</i>
	Clause	A group of related words containing a subject and a verb. The subject can be implicit. <i>Main Clause</i> A group of words containing a subject and a verb and expresses a complete thought. <i>(for Subordinate Clause and Relative Clause see Subordinating Conjunctions)</i>	the dog was barking which caught it <u>It was raining</u> but <u>the sun was shining</u> . (two main clauses) The man <u>who wrote it</u> told me <u>that it was true</u> . (one main clause containing two subordinate clauses)	Yr 3
	Sentence	<i>Simple Sentence</i> Has one main clause (subject and verb) <i>Compound Sentence</i> Has main clauses that are linked by a co-ordinating conjunction. Both clauses carry equal weight. <i>Complex Sentence</i> Has 2 or more clauses, in which one clause is dependent on the other (eg. a main and subordinate clause). The clauses are linked in a way that shows interrelationship.	The boy ran away. The boy ran away and all the dogs barked. The boy ate alone because all the children ran away.	Yr 1 Yr 1 Yr 2
Statement	A sentence that declares (states) something that is true or false.	The sun is blue. I am going to the beach.	Yr 2	

	Exclamation	<p>A sentence (so it contains a verb) that begins with <i>how</i> or <i>what</i> and ends in an exclamation mark.</p> <p>If it does not contain a verb (eg. How lovely!) it is an exclamatory phrase.</p>	<p>What a hot day it is!</p> <p>How colourful you are!</p>	Yr 2
	Question	<p>A sentence that could be responded to and ends in a question mark.</p>	<p>Where are we going?</p> <p>Who are you?</p>	Yr 2
	Command	<p>A sentence that contains an imperative verb which means the sentence requires an action in response (it asks for something to be done).</p> <p>The subject can be implied (eg. a sentence that 'talks' to <u>you</u>) or it can be explicit.</p>	<p>Go away!</p> <p>Adam, put that down!</p> <p>Cut the carrot diagonally.</p>	Yr 2
	Parenthesis	<p>A word or phrase that is added into a sentence to give additional information.</p> <p>Brackets, dashes or commas are used.</p> <p>Parenthesis does not have to appear in the middle of a sentence.</p>	<p>The boat (<u>a wooden canoe</u>) won the competition.</p> <p>The teacher, <u>a young woman</u>, taught the class.</p> <p>Her latest song – <u>Wild Thoughts</u> – was number one.</p> <p>They will be taking Jamie, <u>a young man from London</u>.</p>	Yr 5

WORD TYPES & CLASSES	Noun	Words that name a person, place, thing or idea. These can be described as either Common or Proper. Something you can hold.	cat, tree, kitchen, Monday, Jane, Paulton, bunch, team, swarm, truth, hope, guys, dogs	Yr 2	
		<i>Singular Nouns</i> A noun that refers to one person, place thing or idea.	cat, Jane, hope	Yr 1	
		<i>Plural Nouns</i> A noun that refers to more than one person, place, thing or idea.	guys, dogs	Yr 1	
		<i>Common Nouns</i> A noun that describes types of objects or concepts	cat, tree, kitchen	<i>For Reference</i>	
		<i>Proper Nouns</i> A noun that describes people, places or 'times'.	Monday, Jane, Paulton	<i>For Reference</i>	
		<i>Collective Nouns</i> A noun that describes a group. (can be considered plural)	bunch, team, swarm	<i>For Reference</i>	
		<i>Abstract Nouns</i> A noun that describes a feeling or concept you cannot touch or see.	truth, hope	<i>For Reference</i>	
		Noun Phrase	A phrase (group of words) built around a noun that <u>does not</u> contain a verb.	<u>The tall girl</u> walked away. <u>Adult foxes</u> like to run.	Yr 2
			<i>Expanded Noun Phrase</i> Longer noun phrases that give extra detail, with modifying adjectives, nouns and prepositional phrases.	<u>Almost all healthy adult foxes in this area</u> can jump.	Yr 4
Pronoun	Words to replace a noun.	it, you, she, he, I, mine, yours, his, they, we, ours, their, who, which, that	Yr 4		
	<i>Singular Pronouns</i> Pronouns to describe one thing or person.	it, you, she, he, I, mine, yours, his	<i>For Reference</i>		

	<p><i>Plural Pronouns</i> Pronouns to describe more than one thing or person.</p> <p><i>Possessive Pronouns</i> Pronouns to show possession.</p> <p><i>Relative Pronouns</i> Pronouns that relate/refer to the subject (noun). (also see 'Relative Clause'.)</p>	<p>they, we, ours, their</p> <p>his, ours, theirs</p> <p>who, which, that</p>	<p><i>For Reference</i></p> <p>Yr 4</p> <p>Yr 5</p>
Determiner	<p>Words to introduce a noun or noun phrase.</p> <p><i>Article</i> The most common determiners</p>	<p>a, an, the, every, this, those, one, some, many</p> <p>a, an, the</p>	<p>Yr 4</p> <p><i>For Reference</i></p>
Adjective	<p>Words to describe a noun or pronoun. Describing word.</p>	<p>A <u>shy</u> child, <u>blue</u> notebook and <u>rotten</u> apple.</p> <p>The jumper was <u>enormous</u>.</p>	Yr 2
Verb	<p>Words to describe an action or state. Doing word.</p> <p><i>Auxiliary Verb</i> Verbs used with main verbs</p> <p><i>Modal Verb</i> A type of auxiliary verb (it's used with another verb) which can express meanings such as certainty, ability, or obligation</p> <p><i>Imperative Verb</i> A type of verb that creates an imperative sentence (a sentence that gives an order or command).</p>	<p>The film <u>was</u> exciting. (state)</p> <p>Jane <u>baked</u> a cake. (action)</p> <p>be, have, do, might, should</p> <p>I <u>am</u> going to the shops.</p> <p>will, would, can, could, may, might, shall, should, must, ought</p> <p><u>Give</u> me that pen.</p> <p>John, <u>put</u> that down!</p>	<p>Yr 2</p> <p><i>For Reference</i></p> <p>Yr 5</p> <p><i>For Reference</i></p>
Subjunctive Verbs THEY GET THEIR OWN BOX!	Used to set a formal mood. It expresses things that could or should happen and can express wishes, hopes, commands, demands or suggestions.	<p>I advise We demand You suggest</p> <p>SEE THE NEXT PAGE FOR MORE INFORMATION</p>	Yr 6 SATs use 'were'

		<p>1) Use of be and were instead of am, is, are, was.</p> <p>2) Skips the -s on the verb when using he, she, it.</p>	<p>If only I <u>were</u> ten years younger. (instead of was)</p> <p>I demand they <u>be</u> released. (instead of are)</p> <p>I suggested he <u>face</u> up to the bully. (instead of faces)</p>	
Adverb (Adverbial)	<p>Single words that modify (change or add to the meaning of) verbs, adjectives and adverbs (and clauses). Note: they <u>do not</u> modify nouns. Describes a doing word/verb.</p> <p><i>-ly adverbs</i> Adjectives with the suffix -ly to modify into adverbs.</p> <p><i>Express time, place or cause.</i></p> <p><i>Indicate degrees of possibility</i></p> <p><i>Linking across paragraphs</i> Using adverbs of time, place and number. Time Connectives</p>	<p>He moved <u>slowly</u> down the path. (modifying verb – move)</p> <p>That match was <u>really</u> exciting. (modifying adjective – exciting)</p> <p>We don't get to dance <u>very often</u>. (often modifies verb – dance AND very modifies adverb – often)</p> <p><u>Fortunately</u>, it didn't rain. (modifying clause – it didn't rain)</p> <p>bravely, loudly</p> <p>then, next, soon, therefore</p> <p>perhaps, surely</p> <p>later, nearby, secondly</p>	<p>Yr 2</p> <p>Yr 3</p> <p>Yr 5</p> <p>Yr 5</p>	
Adverbial Phrases	<p>A phrase (group of words) that modifies the meaning of a verb or clause. It explains how, where or when something happens.</p> <p><i>Fronted Adverbials</i> Adverbial phrases/adverbs that begin a sentence followed by a comma.</p>	<p>The teacher screamed <u>in front of the mirror</u>.</p> <p>The squirrel climbed <u>at the break of day</u>.</p> <p><u>Carefully</u>, the frog jumped.</p> <p><u>In the deep, dark jungle</u>, the lion prowled.</p>	<p>Yr 4</p>	

	Preposition	Words that show a nouns relationship to another word in the sentence. Shows where something is.	behind, throughout, on, into	Yr 3
	Prepositional Phrase	A phrase (group of words) built around a preposition. Prepositional phrases can act both as adjectives and adverbs and is considered a type of adverbial phrase.	The sweet potatoes <u>in the vegetable bin</u> are rotten. (acting as an adjective) <u>Before class</u> , Josh went for a walk. (acting as an adverb)	<i>For Reference</i>
	Conjunction	Words that join together phrases or clauses. CONNECTIVES <i>Subordinating Conjunctions</i> Conjunctions that show cause and effect. <i>Co-ordinating Conjunctions</i> Conjunctions that join main clauses (sentences). FANBOY	when, because, if, so, while, after, and, but, or when, because, if, so, while, after and, but, or	Yr 2 Yr 2
	Subordinate Clause	A clause that is dependent of a main clause and begins with a subordinating conjunction. This clause does not make sense on its own.	The frog jumped <u>because the boy splashed the water.</u> <u>Before washing his hands</u> , the boy found some soap.	Yr 3
	Relative Clause	A type of subordinate clause that begins with a relative pronoun. Commas go around the clause.	<i>Relative Pronouns:</i> who, which, that, when, whom The dog, <u>who was barking</u> , jumped up at the window.	Yr 5
	Simile	A figure of speech that compares two things by using the words 'like' or 'as'.	White as a ghost. Swims like a fish.	<i>For Reference</i>
	Metaphor	A figure of speech that describes a place, subject or object as something unlikely and not literal.	Drowning in debt. The world is a stage.	<i>For Reference</i>

TENSES & VOICES	Simple Tense	A verb is used in its present or past form without any other verbs modifying it.	Jane <u>works</u> hard. (present) Bill <u>jogged</u> to school. (past)	Yr 2
	Progressive Tense	Used to describe actions happening over a period of time. The verb (always in its present tense with a suffix of -ing) is accompanied by a 'to be' verb. <i>Progressive Verbs</i> Refers to the verbs used to indicate the progressive tense.	am, are, is + verb-ing (present) was, were + verb-ing (past) I <u>am walking</u> home. (present) Dave <u>was eating</u> an apple. (past)	Yr 2
	Perfect Tense	Used to describe actions that are/have been completed. The verb (always in its past tense) is accompanied by a 'have' verb. <i>Perfect Verbs</i> Refers to the verbs used to indicate the perfect tense.	have, has + past verb (present) had + past verb (past) I <u>have eaten</u> cake. (present) They <u>had danced</u> all night. (past)	Yr 3
	Present Perfect Progressive Tense	A combination of both the progressive and perfect tenses. Used to describe actions happening over a period of time and are/have been completed. The verb (always in its present tense with a suffix of -ing) is accompanied by a 'have' verb and the 'to be' verb - been.	have, has + verb-ing (present) had + verb-ing (past) It <u>has been</u> raining. (present) Sue <u>had been practising</u> for an hour when I called. (past)	<i>For Reference</i>
	Active Voice	A sentence in which the subject comes before the object.	Jane caught the ball. Mum baked a cake yesterday.	Yr 6

	Passive Voice	A sentence in which the object comes before the subject.	The ball was caught by Jane. A cake was baked by Mum yesterday.	Yr 6
PUNCTUATION	Capital Letter	Used to begin a sentence, important words in titles, proper nouns, acronyms, and *contractions. <i>*see example</i>	SciFi = Science Fiction	Yr 1
	Full Stop	Used at the end of a sentence and abbreviations. If an abbreviation ends a sentence a second full stop is not required.	Dec. = December	Yr 1
	Comma	Used: <i>to separate items in a list</i>	I would like cheese, lettuce and tomato.	Yr 2
		<i>after a fronted adverbial (see fronted adverbial)</i>	In the forest, I ran for my life.	Yr 4
		<i>after a reporting clause when beginning speech</i>	Jane said, "Hello."	Yr 4
<i>to clarify meaning or avoid ambiguity</i>		Let's eat Grandma. Let's eat, Grandma.	Yr 5	
Apostrophe	Used: <i>to show parenthesis</i> <small>see parenthesis</small>	The teacher, <u>a young woman</u> , taught the class.	Yr 5	
	Used: <i>to show contraction</i>	can't, she's, I'll	Yr 2	
	Used: <i>to show singular possession</i> Belongs to a singular noun. Add an apostrophe and –s (only add an apostrophe if the noun ends in –s)	Liam = Liam's hat. Cat = The cat's hat. Jones = Mrs Jones' hat.	Yr 2	
	Used: <i>to show plural possession</i> Belongs to a plural noun. Add just an apostrophe if it ends in –s (add an apostrophe and –s if the plural noun does not end in –s)	Actresses = The two actresses' roles. Guys = The guys' night out. Children = The children's slide.	Yr 4	

	<p>Exclamation Mark</p>	<p>Used to show emotion, emphasis or surprise. Can be used at the end of a statement, command or exclamation.</p>	<p>That is amazing! (statement)</p> <p>Go away! (command)</p> <p>How lovely it is! (exclamation)</p>	<p>Yr 1</p>
	<p>Question Mark</p>	<p>Used at the end of a sentence to show a direct or rhetorical question.</p>	<p>Will you go with me?</p> <p>I wonder if he would go with me?</p> <p>I wonder if he would go with me. OR I wonder: would he go with me?</p>	<p>Yr 1</p>
	<p>Inverted Commas</p>	<p>Used to show direct speech. Indirect speech is reporting what someone says without quoting them directly (no “ “ required).</p> <p><i>Full Speech Punctuation</i></p> <ol style="list-style-type: none"> 1) Change in speaker = new line. 2) Begin speech with “ 3) Begin each sentence of speech with a capital letter. 4) End the speech with a . , ! or ? 5) Include a reporting clause <p><i>Reporting Clause</i> If beginning speech it begins with a capital letter and a comma is required after. If ending speech it begins with a lower case letter and a full stop is required after. If the reporting clause is in the middle of the same speaker’s speech it begins with a lower case letter and can either end in a , followed by “ then lower case letter or end in a . followed by “ and a capital letter.</p>	<p>“I am hungry”</p> <p>He told his friends how excited he was.</p> <p>“I am so hungry,” said Jane.</p> <p>“Me too. I am famished!” replied her sister.</p> <p>“What should we get?” asked Jane, “maybe, sushi?”</p> <p>“I don’t like sushi,” her sister said. “It’s disgusting!”</p> <p>Jane replied, “Well I fancy sushi now, so that is what I am going to get.”</p>	<p>Yr 3 only required to learn “ “ use</p> <p>Yr 4</p> <p>Yr 4</p>

	Ellipsis	Used when is a missing word or phrase and to express hesitation, changes of mood, suspense, or thoughts trailing off.	Pride is one thing, but what happens if she ...? "I really... don't ... understand this," he panted.	Yr 6
	Brackets	Can be used to show parenthesis.	The boat (<u>a wooden canoe</u>) won the competition.	Yr 5
	Dash	Used: <i>to show parenthesis</i> <i>to mark the boundary between independent clauses.</i>	Her latest song – Wild Thoughts – was number one. She might come to the party - you never know.	Yr 5 Yr 6
	Hyphen	Used to join two or more words together to avoid ambiguity.	man eating shark man-eating shark recover re-cover	Yr 6
	Bullet Points	Used to list information. If the text that follows the bullet point is not a proper sentence, it does not need to begin with a capital letter or end with a full stop. However, if you choose to begin one bullet point with a capital letter they all should for consistency.	<ul style="list-style-type: none"> • text books • scissors • tray labels <ul style="list-style-type: none"> • We will buy text books. • I will borrow the scissors. • You will laminate tray labels. 	Yr 6
	Colon	Used: <i>to introduce an item or list (avoid using after a verb)</i> <i>between independent clauses when the second sentence explains, illustrates, paraphrases, or expands on the first sentence</i>	Ingredients: He got what he worked for: he really earned that promotion.	Yr 6 Yr 6
	Semi-colon	Used: <i>to mark the boundary between independent clauses</i> <i>in descriptive lists</i>	Call me tomorrow; you can give me an answer then. At the circus we saw a clown juggling with swords and daggers; a lion who stood on a	Yr 6 Yr 6

		<i>within lists when commas are used within the items of the list</i>	ball; a fire eater with flashing eyes; and an eight year old acrobat. You should choose ham, chicken, or char-grilled vegetable sandwiches; cups of tea, Bovril, or coffee; or red wine.	Yr 6
SPELLING	Root Word	A word in its simplest form, to which prefixes and suffixes can be added to change the meaning.	unemployment employ = root word un = prefix ment = suffix	Yr 1
	Prefix	Letters added to the beginning of a word to modify its meaning. All prefixes hold meaning by themselves; however they are not considered words.	unhappy happy = root word un = prefix	Yr 3
	Suffix	Letters added to the end of a word to modify its meaning. All suffixes hold meaning by themselves; however they are not considered words.	tasteless taste = root word less = suffix	Yr 2
	Compound Word	A word containing two root words.	blackboard, daydream, outgrow, bone-dry	<i>For Reference</i>
	Word Families	A group of words that are related to each other. <i>Common root word.</i> <i>Common feature.</i>	help, helpful, helper cat, mat, hat, pat	Yr 3
	Antonym	Two words with opposite meanings.	hot – cold	Yr 6
	Synonym	Two words with the same/similar meanings.	talk - speak	Yr 6
	Homophone	Two words that sound exactly the same, but are spelled differently and have different meanings.	hear, here some, sum	Yr 2 Unique homophones for each yr group.
	Homonym	Two words that are spelled and sound exactly the same, but have different meanings.	Has he <u>left</u> yet? Yes – he went through the door on the <u>left</u> . The noise a dog makes is called a <u>bark</u> . Trees have <u>bark</u> .	<i>For Reference</i>

	Idiom	A group of words which together do not hold their typical meanings.	over the moon = very happy	<i>For Reference</i>
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