












Table of contents

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Terms	Definitions, misconceptions and explanations (more detailed)	Video explanation (simplified)	Classroom practice video																		
Active voice/ passive voice	<p>Definitions</p> <p>Active voice – The subject performs the verb. Passive voice – The subject receives the verb.</p> <p>Avoid this misconception</p> <p>Avoid saying that the sentence changes from subject-verb-object to object-verb-subject. This is wrong – the subject always remains in its position.</p> <p>Let's explore</p> <p>S-V-O – (subject-verb-object) sentence patterns are one of the seven most common sentence patterns. Active and passive voice are used with this sentence pattern.</p> <p>Active voice</p> <p>Observe what I call the 'energy' of this S-V-O sentence.</p> <p style="text-align: center;">  </p> <p>e.g. <u>The man</u> ate <u>the cake</u>.</p> <p>Here, the man performs the verb (he did the eating) and the cake receives that verb (it was eaten). This is the active voice.</p> <p>Passive voice</p> <p>Observe how the 'energy' changes in the passive voice.</p> <p style="text-align: center;">  </p> <p>e.g. <u>The cake</u> was eaten by <u>the man</u>.</p> <p>Here, the cake receives the verb phrase (it was eaten) and the man performs it (he did the eating). This is the passive voice.</p> <p>The verb phrase in the passive voice is formed by combining a being verb with a past participle:</p> <table border="1" data-bbox="300 1541 1088 2040" style="margin: 10px auto;"> <thead> <tr> <th colspan="2" style="background-color: #8e7cc3; color: white;">Forming the passive voice</th> </tr> <tr> <th style="background-color: #5dade2; color: white;">being verb</th> <th style="background-color: #7ed321; color: white;">past participle</th> </tr> </thead> <tbody> <tr> <td>is</td> <td>written</td> </tr> <tr> <td>are</td> <td>eaten</td> </tr> <tr> <td>am</td> <td>inspired</td> </tr> <tr> <td>was</td> <td>involved</td> </tr> <tr> <td>were</td> <td>flown</td> </tr> <tr> <td>be</td> <td>completed</td> </tr> <tr> <td>being</td> <td>drafted</td> </tr> </tbody> </table>	Forming the passive voice		being verb	past participle	is	written	are	eaten	am	inspired	was	involved	were	flown	be	completed	being	drafted	<p style="text-align: center;">  Video link Active and passive voice </p> <p style="text-align: center; margin-top: 200px;">  Video link Being verbs </p> <p style="text-align: center; margin-top: 100px;">  Video link Past participles </p>	<p style="text-align: center; background-color: red; color: white; padding: 5px;">COMING SOON</p> <p style="text-align: center; background-color: red; color: white; padding: 5px; margin-top: 200px;">COMING SOON</p> <p style="text-align: center; background-color: red; color: white; padding: 5px; margin-top: 100px;">COMING SOON</p>
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being verb	past participle																				
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Terms	Definitions, misconceptions and explanations (more detailed)	Video explanation (simplified)	Classroom practice video
	<p><u>Long passive & short passive</u></p> <p>If the passive-voice verb is followed by the word by + noun phrase, then this is called the long passive. If the latter is omitted, then this is called the short passive.</p> <p>Long passive: The issue was resolved by the court. Short passive: The issue was resolved.</p> <p><u>Informal passive</u></p> <p>There is also an informal passive construction which uses 'get' instead of a being verb.</p> <p>e.g. We got married. He got fired. She got stuck.</p>	 Video link Active and passive voice	
Adjectives	<p><u>Definition</u></p> <p>Adjectives add to a noun or pronoun.</p> <p><u>Avoid these misconceptions</u></p> <p>Avoid saying that 'adjectives are describing words'. There are many types of adjectives and they do not all describe a noun or pronoun.</p> <p>Avoid only sharing examples of adjectives in their pre-modifying position. Adjectives can pre-modify a noun, but they can also sit in the subject complement position.</p> <p>e.g. S V The brown dog barked.</p> <p style="text-align: center;"> S V C ← + the dog The dog is brown. </p> <p>'Brown' is an adjective in both examples because it adds to the noun 'dog'. It is nothing to do with position.</p> <p>Avoid saying that words need a certain number of adjectives to be classed as an 'expanded noun phrase'. There is no such thing as an 'expanded noun phrase,' only a 'noun phrase'.</p> <p>See nouns, noun phrases and 'expanded noun phrases' for more information.</p> <p><u>Let's explore</u></p> <p>Qualitative adjectives – 'descriptive words' e.g. the wise wizard</p> <p>Quantitative adjectives – 'quantity words' e.g. one giant leap many wise wizards</p> <p>Demonstrative adjectives – 'which words' e.g. this pencil that hat those curtains</p> <p>Possessive adjectives – 'whose words' e.g. my hat her car his watch</p>	 Video link Adjectives	







Terms	Definitions, misconceptions and explanations (more detailed)	Video explanation (simplified)	Classroom practice video
	<p>Interrogative adjectives – ‘question words’ e.g. Which train will you take? Whose drink is that?</p> <p>Proper adjectives – ‘deriving from proper noun words’ e.g. the Cuban cigar a Canadian dollar</p> <p>Compound adjectives – ‘two or more adjective words’ e.g. a five-star restaurant the Game of Thrones actor</p> <p>Relative adjectives – ‘a relative pronoun acting as an adjective word’ e.g. take whichever path</p> <p>Limiting adjectives – ‘article words’ e.g. the yellow bird a small house</p>		
Adverbials	<p><u>Definition</u></p> <p>An adverbial is a word, phrase or clause that functions like an adverb. It answers questions like how, where, when and why.</p> <p><u>Avoid this misconception</u></p> <p>Avoid simplifying adverbials to suggest that is anything ‘at the front’ of a sentence. This is extremely misleading. Discussing adverbials means discussing function and learners should have a clear grasp of what an adverb is before discussing how something can function like an adverb.</p> <p>e.g.</p> <div style="text-align: center;"> <p>+ the pirate (describing him)</p> <p>→ S V ← why?</p> </div> <p><u>Covered in sand, the pirate dug for gold.</u></p> <p>When oversimplifying adverbials to talk about words at the front of a sentence followed by a comma, learners will see ‘covered in sand’ as an adverbial, but these words actually tell you more about the pirate. Words that add to a noun/noun phrase or pronoun are adjectives. Here, ‘covered in sand’ functions adjectivally and so this is a fronted adjectival, not an adverbial. The adverbial here is actually ‘for gold’ which gives a reason why/ the purpose for the verb (to dig).</p> <p><u>Let’s explore</u></p> <p>When discussing adverbials, you can have adverbial modifiers (can be removed and the sentence makes sense) and adverbial complements (cannot be removed from the sentence).</p> <p>Adverbial modifiers (words and phrases)</p> <p>Adverbial modifiers can be removed from the sentence and the sentence still makes sense. They answer a range of questions about the verb, but where, when, how and why are the most common.</p>	 Video link Adverbials	



Terms	Definitions, misconceptions and explanations (more detailed)	Video explanation (simplified)	Classroom practice video
	<p>e.g.</p> <p>S V A I ran <u>in the park</u>. Where did I run? In the park.</p> <p>S V A She cooks <u>for fun</u>. Why does she cook? For fun.</p> <p>S V A They danced <u>last week</u>. When did they dance? Last week.</p> <p>S V A The birds sang <u>gleefully</u>. How did the birds sing? Gleefully.</p> <p>In each example, the adverbial adds to the verb (this means it functions like an adverb and this is why we call it an adverbial). It answers a question about the verb in each sentence. Depending on the question it answers, each adverbial has a different name:</p> <p>Where? – Adverbial of place When? – Adverbial of time or frequency (last week vs. often) How? – Adverbial of manner Why? – Adverbial of reason</p> <p>As you can see from each example, both words and phrases can be adverbials and you can remove the word or phrase in every single example and it still makes sense.</p> <p>e.g. I ran. She cooks. They danced. The birds sang.</p> <p>This proves that they are adverbial modifiers (something that can be removed from the sentence).</p> <p><u>Adverbial modifiers (clauses)</u></p> <p>All adverbial clauses are subordinate clauses. Adverbial clauses often answer when, why, under what condition and despite what.</p> <p>After he finishes his work, he can go home. <i>(what? (O) when? (A) where? (A))</i></p> <p>As she had some free time, she decided to read a book. <i>(what? (O) why? (A) what? (O))</i></p> <p>Although it was raining, they went for a walk. <i>(why? what purpose? (A) despite what? (A))</i></p> <p>If it rains tomorrow, we'll stay indoors. <i>(when? (A) under what condition? (A) where? (A))</i></p> <p>In each example, the adverbial clause is a subordinate clause which starts with a subordinating conjunction – after, as, if and although. They are all clauses because they have their own subject and verb – he finished, she had, it rains and it was raining. They all answer questions about the verb in the main clause – where, why, under what condition and despite what. For this reason, they're all adverbial clauses which are also subordinate clauses.</p> <p>See clauses and subordinate clauses for more information.</p>		



Terms	Definitions, misconceptions and explanations (more detailed)	Video explanation (simplified)	Classroom practice video
Adverbs	<p>Definition</p> <p>An adverb is a word that adds more to a verb, adjective or another adverb.</p> <p>Avoid this misconception</p> <p>Avoid saying that 'ly' words are adverbs. It is estimated that 20-25% of adverbs do not end with the suffix 'ly'.</p> <p>All these words can function as adverbs and none of them end with 'ly':</p> <p style="padding-left: 40px;">fast, yesterday, once, best, well</p> <p>On the other hand, these words all end in 'ly' and can never function as an adverb:</p> <p style="padding-left: 40px;">lovely, friendly, holy</p> <p>Let's explore</p> <p>Adding to a verb</p> <p>When adding to a verb, adverbs answer questions about the verb – where, how and when are the most common examples.</p> <p>e.g.</p> <p style="padding-left: 20px;">S V A ← where?</p> <p>I ran there. Where did I run? There.</p> <p>Other examples: here, there, everywhere, home, inside, outside, somewhere, downstairs, upstairs etc.</p> <p style="padding-left: 20px;">S V A ← when?</p> <p>They danced yesterday. When did they dance? Yesterday.</p> <p>Other examples: now, then, today, soon, later, already, often etc.</p> <p style="padding-left: 20px;">S V A ← how?</p> <p>The birds sang gleefully. How did the birds sing? Gleefully.</p> <p>Other examples: fast, slow, happily, well, angrily etc.</p> <p>Adding to an adjective</p> <p>When adding to an adjective, adverbs answer the question – to what extent?</p> <p>e.g.</p> <p style="padding-left: 20px;">S V C ← + the room (describing it)</p> <p>The room was clean.</p> <p>so clean, rather clean, exceptionally clean, ridiculously clean, unbelievably clean, remarkably clean, spotlessly clean, unusually clean</p> <p>In each example, the adverbs answer to what extent the room was clean.</p> <p>Adding to an adverb</p> <p>When adding to an adverb, adverbs again answer the question – to what extent?</p> <p>e.g.</p> <p style="padding-left: 20px;">S V A ← how?</p> <p>She ran fast.</p> <p>so fast, rather fast, unbelievably fast, super fast, astoundingly fast</p> <p>In each example, the adverbs answer to what extent she ran fast.</p>	 Video link Adverbs	

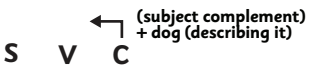


Terms	Definitions, misconceptions and explanations (more detailed)	Video explanation (simplified)	Classroom practice video												
Antonyms	<p>Definition</p> <p>A word with an opposite meaning to another e.g. hot/cold.</p>	 Video link Antonyms													
Apostrophes	<p>Definition</p> <p>An apostrophe is a punctuation mark that shows omission or possession.</p> <p>Omission</p> <p>When we contract phrases in English, letters are removed. An apostrophe is used to show where the letters were omitted from the original word.</p> <table border="1" data-bbox="304 660 1093 1014"> <thead> <tr> <th data-bbox="304 660 568 792">original phrase</th> <th data-bbox="568 660 831 792">contracted form (using apostrophe for omission)</th> <th data-bbox="831 660 1093 792">omitted letters</th> </tr> </thead> <tbody> <tr> <td data-bbox="304 792 568 869">she is</td> <td data-bbox="568 792 831 869">she's</td> <td data-bbox="831 792 1093 869">i</td> </tr> <tr> <td data-bbox="304 869 568 945">they are</td> <td data-bbox="568 869 831 945">they're</td> <td data-bbox="831 869 1093 945">a</td> </tr> <tr> <td data-bbox="304 945 568 1014">was not</td> <td data-bbox="568 945 831 1014">wasn't</td> <td data-bbox="831 945 1093 1014">o</td> </tr> </tbody> </table> <p>Be careful with will not and shall not. These become won't and shan't.</p> <p>Possession</p> <p>Technically, all apostrophes for possession originate as apostrophes for omission.</p> <p>English originally used the suffix 'es' added to a noun to make it into its genitive (possessive form).</p> <p>e.g.</p> <p>Johnes bōc (John's book)</p> <p>Eadgildes bēag (Eadgild's ring)</p> <p>Godes hūs (God's house)</p> <p>Over time, this changed and the pronunciation of the 'e' in the 'es' suffix was dropped and the 's' remained. The apostrophe was then used to show where the 'e' in this original suffix sat.</p>	original phrase	contracted form (using apostrophe for omission)	omitted letters	she is	she's	i	they are	they're	a	was not	wasn't	o	 Video link Apostrophes	
original phrase	contracted form (using apostrophe for omission)	omitted letters													
she is	she's	i													
they are	they're	a													
was not	wasn't	o													
Articles	<p>Definition</p> <p>An article is a type of determiner. It comes before a noun to tell us whether we are talking about one specific thing or any one of its kind.</p> <p>See determiners for further information.</p>	 Video link Articles  Video link Determiners	 												





Terms	Definitions, misconceptions and explanations (more detailed)	Video explanation (simplified)	Classroom practice video
Auxiliary verbs	<p><u>Definition</u></p> <p>Auxiliary verbs help the main verb in a sentence.</p> <p><u>Let's explore</u></p> <p>Auxiliary verbs can be broken down into four categories:</p> <ol style="list-style-type: none"> 1) 'To be' (8 forms) – be, is, are, am, was, were, been and being. 2) 'To have' (3 forms) – have, has, had 3) 'Do' (3 forms) – do, did, does 4) Modal verbs - can, could, may, might, must, shall, should, will, would <p>Semi-modal verbs - ought to, need to, have to, had better, used to</p> <p>All auxiliary verbs help a main verb and this then creates a verb phrase.</p> <p><u>'To be'</u></p> <p>See 'To be (being verbs)' for further information.</p> <p><u>'To have'</u></p> <p>See 'To have' for further information.</p> <p><u>'Do'</u></p> <p>As an auxiliary verb, 'do' can be used to form questions & echo answers, make negatives and for emphasis.</p> <div style="text-align: center;">  <p>e.g. <u>Do</u> you <u>like</u> coffee? (questions) <u>S</u> <u>V</u> I do. (echo answers)</p> </div> <p>Note that questions often follow the pattern verb-subject, rather than subject-verb. When there is a verb phrase e.g. do like, it splits apart like in the example above.</p> <p><u>Modal verbs</u></p> <p>See modal verbs for more information.</p>	<p style="text-align: center;"> Video link Auxiliary verbs</p> <p style="text-align: center;"> Video link Active and passive voice</p>	<p style="text-align: center;">COMING SOON</p> <p style="text-align: center;">COMING SOON</p>
Base words, root words, prefixes and suffixes	<p><u>Definition</u></p> <p>Base word: A word used to build new words (e.g., 'play' in 'playful'). This relates more to using a word to build more words.</p> <p>Root word: The original part of a word that gives it meaning, often from another language (e.g., 'vis' meaning 'see' in 'vision' and 'visible' – a Latin root word). This relates more to a word's historical meaning.</p> <p>Prefix: A group of letters that can be added to the front of a word to change the word's meaning (e.g. 're').</p> <p>Suffix: A group of letters that can be added to the end of a word to change the word's meaning (e.g., 'able').</p> <p><u>Let's explore</u></p> <p>In English, words are built using a system called morphology, which studies how words are formed and how their structures convey meaning.</p>	<p style="text-align: center;"> Video link Root words</p>	<p style="text-align: center;">COMING SOON</p>











Terms	Definitions, misconceptions and explanations (more detailed)	Video explanation (simplified)	Classroom practice video										
	<table border="1" data-bbox="304 215 1094 616"> <tr> <td data-bbox="304 215 568 616">un</td> <td data-bbox="568 215 831 616" rowspan="3">help</td> <td data-bbox="831 215 963 322">ful</td> <td data-bbox="963 215 1094 322">ness</td> </tr> <tr> <td data-bbox="304 322 568 510"></td> <td data-bbox="831 322 963 510">sing ed</td> <td data-bbox="963 322 1094 510"></td> </tr> <tr> <td data-bbox="304 510 568 616"></td> <td data-bbox="831 510 963 616">er</td> <td data-bbox="963 510 1094 616">es</td> </tr> </table> <p data-bbox="304 656 595 745">un + help + ful = unhelpful help+ing = helping help+er+s = helpers</p> <p data-bbox="304 772 1094 831">In each example, the affixes (prefixes and suffixes) change the meaning of the word.</p> <p data-bbox="304 864 344 891">e.g.</p> <p data-bbox="304 920 892 949">un = not ful = full of unhelpful = not full of help</p> <p data-bbox="304 978 1003 1008">ing = continuous helping = continuous act of giving help</p> <p data-bbox="304 1037 1094 1066">er = one who s = more than one helpers = more than one who helps</p>	un	help	ful	ness		sing ed			er	es		
un	help	ful		ness									
		sing ed											
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<p data-bbox="100 1144 193 1171">Clauses</p>	<p data-bbox="304 1144 427 1171"><u>Definition</u></p> <p data-bbox="304 1200 1058 1229">A clause is a group of words that includes a subject and a linked verb.</p> <p data-bbox="304 1258 461 1285"><u>Let's explore</u></p> <p data-bbox="304 1314 397 1341"><u>Subject</u></p> <p data-bbox="304 1370 1062 1491">The subject of the sentence is who or what the clause is about. This is usually a noun/noun phrase/noun clause or pronoun, but it can also be something that is functioning like a noun e.g. gerund/gerund phrase or infinitive phrase.</p> <p data-bbox="304 1520 671 1550">See nouns for further information.</p> <p data-bbox="304 1579 363 1606"><u>Verb</u></p> <p data-bbox="304 1635 1075 1664">The verb in the clause details the action or state of being of the subject.</p> <div data-bbox="304 1727 852 1816" style="text-align: center;"> <table style="margin: auto;"> <tr> <td style="text-align: center;">S</td> <td style="text-align: center;">V</td> <td style="text-align: center;">S</td> <td style="text-align: center;">V</td> <td style="text-align: center;">C</td> </tr> <tr> <td colspan="2">e.g. <u>The man</u> ran.</td> <td colspan="3">The <u>books</u> are new.</td> </tr> </table> <p style="margin-left: 150px;">← + books</p> </div> <p data-bbox="304 1845 1046 1901">In the first example, 'ran' details the action that the subject 'the man' undertook.</p> <p data-bbox="304 1930 1094 2018">In the second example, 'are' is a state-of-being verb which links the subject to the subject complement 'new'. The verb 'are' helps convey that the books are in a condition of being new.</p> <p data-bbox="304 2047 748 2076">See complements for further information.</p>	S	V	S	V	C	e.g. <u>The man</u> ran.		The <u>books</u> are new.			 Video link Clauses	
S	V	S	V	C									
e.g. <u>The man</u> ran.		The <u>books</u> are new.											







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	<p><u>Subject-verb agreement</u></p> <p>It must agree with the subject in number or person (subject-verb agreement).</p> <p>e.g. They runs. ✗ They run. ✓ The books is... ✗ The books are... ✓</p> <p><u>Subject + verb</u></p> <p>Once a subject and a verb are linked together (with correct subject-verb agreement), we have a clause. This grammatical unit is the foundation building block of nearly everything we say, write and read.</p>		
Colons	<p><u>Definition</u></p> <p>A colon is a punctuation mark that is used to introduce emphasise or clarify information.</p> <p><u>Avoid this misconception</u></p> <p>Avoid saying that colons introduce a list and then modelling incorrect examples of this. Whilst it is true that they can introduce a list, the sentence must be structured in a very specific way for this to be correct. In short, a colon should not follow a fragment or incomplete clause.</p> <p style="text-align: center;">S V</p> <p>e.g. <u>The shop</u> sells: apples, oranges and bananas. ✗</p> <p>In the first example, the colon is used incorrectly because the verb 'sells' is a transitive verb and so it needs an object for the clause to be complete. A colon cannot separate a transitive verb from its object.</p> <p style="text-align: center;"> S V O ← what? </p> <p><u>The shop</u> sells <u>apples, oranges</u> and <u>bananas</u>. ✓</p> <p>OR</p> <p style="text-align: center;"> S V O ← what? </p> <p><u>The shop</u> sells <u>a variety of fruit</u>: apples, oranges and bananas. ✓</p> <p>In the reworked example, the objects of the sentence are not separated from the rest of the clause structure with a colon. This is correct.</p> <p>In the final example, the colon is used correctly as the list of fruit follows a full independent clause.</p> <p><u>Let's explore</u></p> <p>A word, phrase or clause can be added after a colon:</p> <p>e.g.</p> <p>They had reached a verdict: guilty. They had reached a verdict: a lifetime in prison. They had reached a verdict: the defendant would be found guilty.</p>	 Video link Colons	



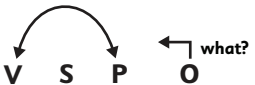

Terms	Definitions, misconceptions and explanations (more detailed)	Video explanation (simplified)	Classroom practice video
	<p>Colons are very versatile and can be used in many ways:</p> <p><u>Introducing a list</u></p> <ul style="list-style-type: none"> • She grabbed the items: butter, flour and eggs. <p><u>Introducing a quotation</u></p> <ul style="list-style-type: none"> • “The manager emphasised the new policy: ‘All employees must clock in by 9 AM.’” <p><u>Introducing an explanation or elaboration</u></p> <ul style="list-style-type: none"> • ‘She had only one objective: to win the competition at all costs.’ <p><u>Emphasizing a statement</u></p> <ul style="list-style-type: none"> • ‘There is one crucial factor to success: perseverance.’ <p><u>Separating hours and minutes in time</u></p> <ul style="list-style-type: none"> • ‘The event starts at 6:45 PM.’ <p><u>Formatting titles and subtitles</u></p> <ul style="list-style-type: none"> • ‘The Science of Cooking: Understanding the Chemistry of Food.’ <p><u>In ratios and proportions</u></p> <ul style="list-style-type: none"> • ‘The recipe calls for a 3:1 ratio of flour to sugar.’ <p><u>In scriptwriting and dialogue</u></p> <ul style="list-style-type: none"> • ‘Mary: We need to finish this by tomorrow.’ <p><u>In bibliographic citations</u></p> <ul style="list-style-type: none"> • ‘Hudson, Mitch. Sentence Science. London: To be confirmed, 2025.’ 		
Complements	<p><u>Definition</u></p> <p>A complement is a word or phrase that completes the meaning of a sentence. It often adds more to the noun in a sentence, but can also add to a verb.</p> <p><u>Let’s explore</u></p> <p>There are three types of complement: subject complement, object complement and adverbial complement.</p> <p><u>Subject complement</u> (adds to the subject noun)</p> <p>With subject complements, the word or phrase acting as a complement will either describe or rename the subject.</p> <p><u>Describing the subject</u></p> <p>e.g.</p> <p style="text-align: center;">  </p> <p><u>The dog</u> is brown.</p> <p>In this example, ‘brown’ completes the sentence (making it a complement) and it adds to ‘the dog’ by describing it (‘the dog’ is the subject, making it a subject complement). As it is adding to a noun/noun phrase, ‘brown’ is an adjective.</p>	<p style="text-align: center;">  Video link Complements </p> <p>(Please note that the video only discusses subject and object complements)</p>	


Terms	Definitions, misconceptions and explanations (more detailed)	Video explanation (simplified)	Classroom practice video
	<p><u>Renaming the subject</u></p> <p>e.g.</p> <p style="text-align: center;"> S V C </p> <p style="margin-left: 100px;"> ← (subject complement) + Mitch (renaming him) </p> <p>Mitch is <u>a teacher</u>.</p> <p>In this example, 'a teacher' completes the sentence (making it a complement) and it adds to 'Mitch' by renaming him. As it is adding to a noun/noun phrase, 'a teacher' is functioning like an adjective here – it is functioning adjectivally.</p> <p><u>Object complement</u></p> <p>With object complements, the word or phrase acting as a complement will either describe or rename the object.</p> <p><u>Describing the object</u></p> <p>e.g.</p> <p style="text-align: center;"> S V O C </p> <p style="margin-left: 100px;"> ← what? ← (object complement) + the fence (describing it) </p> <p>They painted <u>the fence</u> white.</p> <p>In this example, 'white' completes the sentence (making it a complement) and it adds to 'the fence' by describing it. As it is adding to a noun/noun phrase, 'white' is an adjective.</p> <p>Renaming the object</p> <p>e.g.</p> <p style="text-align: center;"> S V O C </p> <p style="margin-left: 100px;"> ← what? ← (object complement) + her (renaming her) </p> <p>They elected <u>her</u> president.</p> <p>In this example, 'president' completes the sentence (making it a complement) and it adds to the pronoun 'her' by renaming her. As it is adding to a pronoun, 'president' is functioning like an adjective here – it is functioning adjectivally.</p> <p><u>Adverbial complement</u></p> <p>When discussing function, you can have adverbial modifiers (can be removed and the sentence makes sense) and adverbial complements (cannot be removed from the sentence). In both cases, adverbials are words, phrases and clauses that function like an adverb (something that adds to a verb, adjective or other adverb – see adverbs and adverbials for further information).</p> <p>An adverbial complement must complete a sentence for it to be classed as a complement.</p> <p>e.g.</p> <p style="text-align: center;"> S V C </p> <p style="margin-left: 100px;"> ← (adverbial complement) + is (where?) </p> <p>She is <u>in the park</u>.</p> <p>In this example, 'in the park' completes the sentence (making it a complement) and it adds to the verb 'is' by saying where she is. As it is adding to a verb, 'in the park' is functioning like an adverb here – it is functioning adverbially.</p>	<div style="text-align: center; margin-bottom: 20px;">  Video link Adverbs </div> <div style="text-align: center;">  Video link Adverbials </div>	<div style="text-align: center; margin-bottom: 20px;">  </div> <div style="text-align: center;">  </div>

Terms	Definitions, misconceptions and explanations (more detailed)	Video explanation (simplified)	Classroom practice video
Coordinating conjunctions	<p><u>Definition</u></p> <p>Coordinating conjunctions join words, phrases and clauses.</p> <p><u>Let's explore</u></p> <p>There are seven coordinating conjunctions in the English language: for, and, nor, but, or, yet, so.</p> <p><u>Joining words</u></p> <p>And, or and nor can join words.</p> <p>e.g. fish and chips, tea or coffee, cats nor dogs</p> <p><u>Joining phrases</u></p> <p>And, but, or and nor can join phrases.</p> <p>e.g. I like walking and writing stories. She likes to eat fruit, but not vegetables. He has no time for playing sports, nor watching TV. You can choose between walking or riding your bike.</p> <p><u>Joining clauses</u></p> <p>All seven conjunctions can join clauses.</p> <p>e.g.</p> <p>We went home for it was raining. I like tea and she likes coffee. She cannot sing, nor can she dance. I wanted to go, but she didn't want to. You can come to us or we can come to you. He trained hard every day, yet he didn't win the race. He broke the vase, so he had to stay in.</p> <p>See clauses for further information.</p>	 <p>Video link Coordinating conjunctions</p>	
Determiners	<p><u>Definition</u></p> <p>Determiners come before a noun to determine which noun we're talking about.</p> <p>Determiners are considered a type of adjective because they do exactly what an adjectives does – add to a noun. For this reason, they're argued to be a subtype of an adjective.</p> <p>Their specific grammatical role is to tell which one, how many or who it belongs to.</p> <p><u>Which one?</u> (Demonstratives)</p> <p>e.g. this book, that book, those books, these books</p> <p>Them is not a determiner and should not be used before a noun e.g. them curtains – this is wrong.</p>	 <p>Video link Determiners</p>	

Terms	Definitions, misconceptions and explanations (more detailed)	Video explanation (simplified)	Classroom practice video
	<p><u>Which one?</u> (Articles)</p> <p>e.g. the cat, an apple, a cat</p> <p>The = definite article (we know which one) A/an = indefinite article (we're not sure which one or refers to any of its kind)</p> <p><u>How many?</u> (Quantifiers)</p> <p>e.g. some people, many people, few people, several people, all people, no person, each person, every person, any people</p> <p><u>Who does it belong to?</u> (Possessive determiners)</p> <p>e.g. my car, his car, her car, your car, their car, our car, its tail</p>		
Homophones	<p><u>Definition</u></p> <p>Homophones are words that sounds the same, but they mean different things and are spelled differently.</p> <p>e.g. to, two and too</p>	<p> Video link Homophones</p>	<p></p>
Modal verbs	<p><u>Definition</u></p> <p>Modal verbs are auxiliary (helper) verbs that show what you can do, what might happen, what you are allowed to do, what you must do, what you will do, good ideas, and polite requests.</p> <p><u>Avoid this misconception</u></p> <p>Many think that ‘can’ and ‘may’ are interchangeable. This is wrong. ‘Can’ is used for ability and ‘may’ is used for permission.</p> <p>e.g. Can I go to the toilet? ✗ May I go to the toilet? ✓</p> <p><u>What you can do</u> (ability)</p> <p>can and could (past ability) + semi-modal ‘be able to’</p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;"> <p>← what?</p> <p>S VP O</p> <p>e.g. I <u>can speak</u> French. <u>am able to speak</u></p> </div> <div style="text-align: center;"> <p>← how?</p> <p>S VP A</p> <p>e.g. I <u>could dance</u> well.</p> </div> </div> <p>In the first example, ‘can’ is the auxiliary modal verb attached to the main verb ‘speak’ to create the verb phrase ‘can speak’. ‘Can’ shows ability.</p> <p>In the second example, ‘could’ is the auxiliary modal verb attached to the main verb ‘dance’ to create the verb phrase ‘can dance’. ‘Could’ shows past ability in this example.</p>	<p> Video link Modal verbs</p>	<p></p>

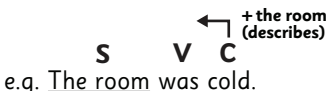
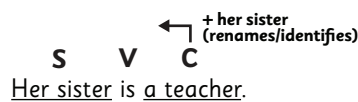


Terms	Definitions, misconceptions and explanations (more detailed)	Video explanation (simplified)	Classroom practice video
	<p>What might happen (possibility)</p> <p>may, might, could</p> <p style="text-align: center;">  </p> <p>e.g. It <u>may</u> rain later.</p> <p style="text-align: center;">  </p> <p>Mandy <u>might</u> come <u>to the party</u>.</p> <p style="text-align: center;">  </p> <p>We <u>could</u> see <u>a film</u> later.</p> <p>In the first example, 'may' is the auxiliary modal verb attached to the main verb 'rain' to create the verb phrase 'may rain'. 'May' shows possibility.</p> <p>In the second example, 'might' is the auxiliary modal verb attached to the main verb 'come' to create the verb phrase 'might'. 'Might' shows possibility.</p> <p>In the final example, 'could' is the auxiliary modal verb attached to the main verb 'see' to create the verb phrase 'could see'. 'Could' shows possibility.</p> <p>What you are allowed to do (permission)</p> <p>may</p> <p style="text-align: center;">  </p> <p>e.g. You <u>may</u> enter <u>the room</u>.</p> <p>In this example, 'may' is the auxiliary modal verb attached to the main verb 'enter' to create the verb phrase 'may enter'. 'May' shows permission.</p> <p>What you must do (necessity/certainty)</p> <p>must and will + semi-modals 'have to' and 'need to'</p> <p style="text-align: center;">  </p> <p>e.g. <u>Our team</u> <u>must</u> win <u>the match</u>.</p> <p style="text-align: center;">  </p> <p>You <u>will</u> participate <u>tomorrow</u>.</p>		




Terms	Definitions, misconceptions and explanations (more detailed)	Video explanation (simplified)	Classroom practice video
	<p><u>What you will do</u> (certainty)</p> <p>will and shall + semi-modal 'be going to'</p> <div style="text-align: center;">  </div> <p>e.g. We <u>will attend the wedding.</u> <u>shall attend</u> <u>are going to attend</u></p> <p>In this example, 'will' is the auxiliary modal verb attached to the main verb 'attend' to create the verb phrase 'will attend'. 'Will' shows certainty (this is also the future tense).</p> <p><u>Good ideas</u> (advice)</p> <p>should + semi-modals 'ought to' and 'had better'</p> <div style="text-align: center;">  </div> <p>e.g. I <u>should eat healthier snacks.</u> <u>ought to eat</u> <u>had better eat</u></p> <p>In this example, 'should' is the auxiliary modal verb attached to the main verb 'eat' to create the verb phrase 'should eat'. 'Should' shows advice.</p> <p><u>Polite requests</u></p> <p>could and would</p> <div style="text-align: center;">  </div> <p>e.g. <u>Could you pass the salt, please?</u></p> <div style="text-align: center;">  </div> <p><u>Would you help me, please?</u></p> <p>Note that questions often follow the pattern verb-subject, rather than subject-verb. When there is a verb phrase e.g. do like, it splits apart like in the example above.</p> <p>In first example, 'could' is the auxiliary modal verb attached to the main verb 'pass' to create the verb phrase 'could pass'. 'Could' shows this as a polite request.</p> <p>In the final example, 'would' is the auxiliary modal verb attached to the main verb 'help' to create the verb phrase 'would help'. 'Would' shows this as a polite request.</p>		


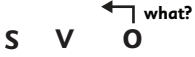





Terms	Definitions, misconceptions and explanations (more detailed)	Video explanation (simplified)	Classroom practice video
<p>Nouns</p>	<p><u>Definition</u></p> <p>Nouns name people, places and things.</p> <p><u>Let's explore</u></p> <p>There are many types of nouns, but they all fall into the category of common or proper.</p> <p><u>Common nouns</u></p> <p>This is the general name for a person, place or thing. They are not usually capitalised.</p> <p>e.g. teacher, friend, city, house</p> <p>Some common nouns do have capital letters. This happens when part of the noun phrase has its origins in a proper noun and it's been utilised as a proper adjective that has over time evolved to be a noun in itself.</p> <p>e.g. Yorkshire pudding</p> <p>This is a general term for a food item. At one point, someone described their pudding with the proper adjective 'Yorkshire' as in 'coming from Yorkshire'. Over time, this food item has become popular as is now used as just a common noun.</p> <p><u>Proper nouns</u></p> <p>This is a very specific name of a noun. They're the 'one and only' or 'unique' in their category. They are always capitalised.</p> <p>e.g. William Shakespeare, New York City, Russia</p> <p><u>Categorising nouns beyond common and proper</u></p> <div data-bbox="300 1272 1088 1854" data-label="Diagram"> <p>The diagram consists of two overlapping circles. The left circle is labeled 'common nouns' and contains the following categories and examples: abstract (love), collective (army), uncountable nouns (sand), partitive (slice), and gerund (swimming). The right circle is labeled 'proper nouns' and contains: countable nouns (award/Oscar), possessive nouns (dog's/Buddy's), concrete nouns (mountain/Mt. Everest), and compound nouns (landmass/Greenland). The overlapping area in the center contains: countable nouns (award/Oscar), possessive nouns (dog's/Buddy's), and concrete nouns (mountain/Mt. Everest).</p> </div> <p><u>Concrete nouns</u></p> <p>Concrete nouns are people, places or things that are tangible – one of the human senses can detect the presence of this noun.</p> <p>e.g. mountain, tree, planet, computer, Mount Everest</p>	<p> Video link Nouns</p>	<p>COMING SOON</p>






Terms	Definitions, misconceptions and explanations (more detailed)	Video explanation (simplified)	Classroom practice video
	<p><u>Abstract nouns</u></p> <p>Abstract nouns are not tangible – the human senses cannot detect these things. The names of human emotions, concepts and ideas belong here.</p> <p>e.g. anger, jealousy, justice, freedom</p> <p><u>Collective nouns</u></p> <p>Collective nouns are the names of groups of people, places and things.</p> <p>e.g. swarm, colony, staff, army</p> <p><u>Partitive nouns</u></p> <p>Partitive nouns are words that name a part or a piece of something.</p> <p>e.g. slice, crumb, part, pinch</p> <p><u>Gerund nouns</u></p> <p>Gerund nouns come from the -ing form of verbs and act as a noun. They are the name of activities.</p> <p>e.g. running, baking, driving</p> <p><u>Countable nouns</u></p> <p>A countable noun is a noun that can be counted. You can check this by adding numbers in front of it and adding a plural -s/-es to the word. If it works, then you know that it is countable.</p> <p>e.g. pig/pigs – one pig, two pigs ✓</p> <p><u>Uncountable nouns</u></p> <p>An uncountable noun cannot be counted.</p> <p>e.g. sand/sands – one sand, two sands ✗</p> <p><u>Possessive nouns</u></p> <p>A possessive noun is a noun in its genitive (possessive form).</p> <p>e.g. John's, dog's</p> <p><u>Compound nouns</u></p> <p>A compound noun is a noun formed from two or more words.</p> <p>e.g. notebook, snowflake</p> <p>In the examples above, we have explored single nouns. Nouns can be more words in noun phrases and noun clauses.</p> <p><u>Noun phrases and 'expanded noun phrases'</u></p> <p>A noun phrase is a group of words that functions as a noun within a sentence. It typically consists of a noun and its modifiers (adjectives, articles, or other words).</p> <p>e.g. the dog, the big dog, the big dog with a wagging tail</p> <p>Please note that 'expanded noun phrase' is not a real thing in the English language.</p>		






Terms	Definitions, misconceptions and explanations (more detailed)	Video explanation (simplified)	Classroom practice video
	<p><u>Noun clauses</u></p> <p>A noun clause is a group of words that functions as a noun within a sentence. It must contain a subject and a verb to be classed as a noun clause. You should be able to replace a noun clause with a single noun. Noun clauses often begin with words like ‘that,’ ‘what,’ ‘who,’ ‘whom,’ ‘whose,’ ‘which,’ or ‘how.’</p> <p>e.g.</p> <p>Where we met is over there. = The park is over there. Who she told must remain anonymous. = Bill must...</p> <p>In both examples, the noun clause has a subject and verb ‘we met’ and ‘she told’. They both are the subject of the sentence, which means they are functioning as nouns. This makes them both noun clauses. We can replace each example with a single noun to check this.</p>		
<p>‘To be’ (being verbs)</p>	<p><u>Definition</u></p> <p>A being verb can do two important jobs:</p> <p><u>Main verbs (linking/state-of-being verbs)</u></p> <p>They can link the subject to other words that tells us more about the it.</p> <p><u>Auxiliary (helper) verbs</u></p> <p>They can help other verbs to make sense.</p> <p><u>Avoid this misconception</u></p> <p>Avoid saying that verbs are ‘doing words’. This generalisation oversimplifies the purpose of verbs. Being verbs are thought to make up 20-25% of all verb usage in the English language and these verbs are used more frequently than any single action verb in the English language.</p> <p><u>Let’s explore</u></p> <p>‘To be’ has eight forms – be, is, are, am, was, were, been and being. It has two uses:</p> <p>1) The main verb (acts as a linking verb/state-of-being verb in a subject-verb-subject complement (S-V-C) sentence).</p> <p>It connects the subject of a sentence to a subject complement, which can be a noun, adjective, or phrase that describes or renames the subject.</p> <p style="text-align: center;">  e.g. <u>The room</u> was cold. </p> <p style="text-align: center;">  <u>Her sister</u> is <u>a teacher</u>. </p>	<p style="text-align: center;">  Video link Being verbs </p> <p style="text-align: center;">  Video link Complements </p>	<p style="text-align: center;">COMING SOON</p> <p style="text-align: center;">COMING SOON</p>

Terms	Definitions, misconceptions and explanations (more detailed)	Video explanation (simplified)	Classroom practice video
	<p>In the first example, the being verb 'was' links the adjective 'cold' to the noun phrase 'the room'. The use of 'was' allows the subject to express its 'state of being' – the room existed in a state of being cold – the room = cold.</p> <p>In the second example, the being verb 'is' links the noun phrase 'a teacher' to the noun phrase 'her sister'. The subject complement 'a teacher' renames the subject – her sister = a teacher.</p> <p>See complements and linking verbs for further information.</p> <p>2) <u>An auxiliary (helper) verb</u></p> <p>The word 'auxiliary' means to provide help or support. This is what an auxiliary verb does – it helps and supports the main verb in a verb phrase, and for this reason, it is sometimes referred to as a 'helper verb' in these structures.</p> <p style="text-align: center;"> S VP O ← what? </p> <p>e.g. <u>The teacher</u> <u>is</u> <u>writing</u> a letter.</p> <p>In this example, the main verb 'writing' (a present participle) is the verb that the subject is performing. 'Writing' can function as a verb and make sense because it is supported (helped) by the auxiliary verb 'is'.</p> <p>In the English language, we cannot use present participles (-ing words e.g. writing, listening, allowing) or past participles (e.g. written, flown, ridden) without a being verb to help it make sense.</p> <p>e.g. The pilot flown the plane. ❌ We listening to music. ❌</p> <p>See past participles, present participles and auxiliary verbs for further information.</p>		
<p>'To have'</p>	<p><u>Definition</u></p> <p>'To have' can do two important jobs:</p> <p><u>Main verb</u></p> <p>The verb 'have' means to own something, to hold something, or to experience something.</p> <p><u>Auxiliary (helper) verbs</u></p> <p>It can help other verbs to make sense.</p> <p><u>Avoid these misconceptions</u></p> <p>Avoid saying that 'have' always means ownership. 'Have' can mean to experience something or hold something, too.</p> <p>e.g. I have a headache. (experiencing) Where are my keys? I have them. (holding)</p> <p>Avoid saying that 'have' always means present tense. When used as an auxiliary verb, 'have' is used in the present perfect tense, which is used to describe actions or events that have occurred at some unspecified time in the past and have relevance or effect on the present.</p>	 Video link To have	





Terms	Definitions, misconceptions and explanations (more detailed)	Video explanation (simplified)	Classroom practice video
	<p><u>Let's explore</u></p> <p>'To have' has four forms – have, has, had, having. It has two uses:</p> <p>1) The main verb in a subject-verb-object (S-V-O) sentence.</p> <p>As the main verb, the forms of have mean to own, hold or experience something.</p> <p style="text-align: center;">  </p> <p>e.g. She has <u>a house of her own</u>. (owning)</p> <p style="text-align: center;">  </p> <p>Mike has <u>the keys</u>. (holding)</p> <p style="text-align: center;">  </p> <p>We <u>are having a great time</u>. (experiencing)</p> <p>2) <u>An auxiliary (helper) verb</u></p> <p>The word 'auxiliary' means to provide help or support. This is what an auxiliary verb does – it helps and supports the main verb in a verb phrase, and for this reason, it is sometimes referred to as a 'helper verb' in these structures.</p> <p style="text-align: center;">  </p> <p>e.g. <u>The teacher has written a letter</u>.</p> <p>In this example, the main verb 'written' (a past participle) is the verb that the subject is performing. 'Written' can function as a verb and make sense because it is supported (helped) by the auxiliary verb 'has'.</p> <p>In the English language, we cannot use past participles (e.g. written, flown, ridden) without a form of have to help it make sense.</p>	<div style="text-align: center;">  Video link past participles </div>	<div style="text-align: center;">   </div>

Terms	Definitions, misconceptions and explanations (more detailed)	Video explanation (simplified)	Classroom practice video							
<p>Past and present progressive also known as the past and present continuous</p>	<p>Definitions</p> <p>Past progressive</p> <p>The past progressive tense tells us that verb phrases were happening over a period of time in the past.</p> <p>Present progressive</p> <p>The present progressive tense tells us that verb phrases are happening right now.</p> <p>Avoid this misconception</p> <p>Avoid saying that the ‘-ing word’ tells you the tense. It is the being verb that tells you when the verb phrase took place.</p> <p>e.g. I was writing. I am writing. In both examples, ‘was’ and ‘am’ tell you when this happened, rather than the present participle ‘writing’.</p> <p>Ensure that children understand the terms past, present and future before exploring and progressive forms of tenses.</p>	<p></p> <p>Video link Past and progressive tense</p>	<p></p>							
	<p>Let’s explore</p> <p>Past progressive</p> <p>The past progressive tense is formed by combining past being verbs (acting as auxiliary verbs) + present participles (verbs ending in -ing)</p> <p>e.g.</p>	<p></p> <p>Video link Auxiliary verbs</p>	<p></p>							
	<table border="1" data-bbox="301 1167 1086 1357"> <thead> <tr> <th>‘to be’ (past)</th> <th>present participle</th> <th>past progressive form</th> </tr> </thead> <tbody> <tr> <td>was</td> <td>singing</td> <td>was singing</td> </tr> <tr> <td>were</td> <td>writing</td> <td>were writing</td> </tr> </tbody> </table> <p>Children sometimes struggle to see the correlation between time and tense. To support this connection being made, demonstrate sentences on timelines.</p> <p>e.g.</p>  <p style="text-align: center;"> S VP </p> <p>The soldiers <u>were fighting</u>.</p> <p>In this example, ‘fighting’ tells us that the verb was a progressive (continuous) action and ‘were’ tells us that it was in the past. Together, they tell us that the soldiers fought progressively (continuously) in the past. The timeline demonstrates that the fighting started at the first x, the red squiggly line is the period that they fought and the final x is when they stopped fighting. In the past progressive tense, there will always be an end to the action; otherwise, the action would still be happening now and we would have to say that ‘the soldiers are fighting’ to explain that they’re still fighting now.</p>	‘to be’ (past)	present participle	past progressive form	was	singing	was singing	were	writing	were writing
‘to be’ (past)	present participle	past progressive form								
was	singing	was singing								
were	writing	were writing								








Terms	Definitions, misconceptions and explanations (more detailed)	Video explanation (simplified)	Classroom practice video												
	<p>Present progressive</p> <p>The past progressive tense is formed by combining past being verbs + present participles (verbs ending in -ing)</p> <p>e.g.</p> <table border="1" data-bbox="301 418 1085 663"> <thead> <tr> <th>'to be' (present)</th> <th>present participle</th> <th>present progressive form</th> </tr> </thead> <tbody> <tr> <td>is</td> <td>singing</td> <td>is singing</td> </tr> <tr> <td>are</td> <td>writing</td> <td>are writing</td> </tr> <tr> <td>am</td> <td>eating</td> <td>am eating</td> </tr> </tbody> </table> <p>Children sometimes struggle to see the correlation between time and tense. To support this connection being made, demonstrate sentences on timelines.</p> <p>e.g.</p>  <p style="text-align: center;">S VP</p> <p>The soldiers <u>are</u> fighting.</p> <p>In this example, 'fighting' tells us that the verb was a progressive (continuous) action and 'are' tells us that it is presently happening. Together, they tell us that the soldiers are fighting now. The timeline demonstrates that the fighting started at the first x, the red squiggly line is the period of fighting so far and the final x is where they will stop fighting (at an unspecified time in the future). The final x could be removed if you would prefer to make it clear that you do not know when the end will happen.</p>	'to be' (present)	present participle	present progressive form	is	singing	is singing	are	writing	are writing	am	eating	am eating		
'to be' (present)	present participle	present progressive form													
is	singing	is singing													
are	writing	are writing													
am	eating	am eating													
<p>Past participle</p>	<p>Definition</p> <p>Past participles are used in creating perfect tenses, passive voice and as adjectives.</p> <p>Avoid these misconceptions</p> <p>Avoid saying that past participles are just verbs. These words can never act alone as a verb; instead, they must be supported with an auxiliary verb (helper verb) or they're functioning as adjectives.</p> <p>Avoid presuming that children automatically know how to form past participles. It is very common for young children to struggle to form the past simple form of verbs e.g. swim -> swam, let alone knowing swum, forbidden, written and eaten.</p> <p>Let's explore</p> <p>To succeed with past participles, practice is required. With regular verbs, past participle conjugation is very simple, but irregular verb past participles require explicit teaching and practice.</p>	 <p>Video link Past participles</p>													






Terms	Definitions, misconceptions and explanations (more detailed)	Video explanation (simplified)	Classroom practice video																								
	<p><u>Regular past participles</u></p> <p>Forming regular past participles is the same as forming the past simple form of regular verbs. You add the suffix -ed and double the consonant where needed.</p> <p>e.g. waited, appeared, hopped</p> <p><u>Irregular past participles</u></p> <p>Forming irregular past participles is more complex as they do not really follow a pattern, although here's an overview of some of the changes made to these verbs when forming the past participle:</p> <table border="1" data-bbox="304 636 1091 1196"> <thead> <tr> <th data-bbox="304 636 603 712">Rule</th> <th data-bbox="603 636 767 712">Base</th> <th data-bbox="767 636 932 712">Simple past</th> <th data-bbox="932 636 1091 712">Past participle</th> </tr> </thead> <tbody> <tr> <td data-bbox="304 712 603 808">We do not change it.</td> <td data-bbox="603 712 767 808">put cut</td> <td data-bbox="767 712 932 808">put cut</td> <td data-bbox="932 712 1091 808">put cut</td> </tr> <tr> <td data-bbox="304 808 603 904">We add -en or -n.</td> <td data-bbox="603 808 767 904">eat drive take</td> <td data-bbox="767 808 932 904">ate drove took</td> <td data-bbox="932 808 1091 904">eaten driven taken</td> </tr> <tr> <td data-bbox="304 904 603 1001">We change the vowel.</td> <td data-bbox="603 904 767 1001">sing ring swim</td> <td data-bbox="767 904 932 1001">sang rang swam</td> <td data-bbox="932 904 1091 1001">sung rung swum</td> </tr> <tr> <td data-bbox="304 1001 603 1097">We add a -t to the end.</td> <td data-bbox="603 1001 767 1097">dream sleep creep</td> <td data-bbox="767 1001 932 1097">dreamt slept crept</td> <td data-bbox="932 1001 1091 1097">dreamt slept crept</td> </tr> <tr> <td data-bbox="304 1097 603 1196">We change the word completely.</td> <td data-bbox="603 1097 767 1196">go do</td> <td data-bbox="767 1097 932 1196">went did</td> <td data-bbox="932 1097 1091 1196">gone done</td> </tr> </tbody> </table> <p>There are so many irregularities that it is highly recommended that irregular verb teaching be part of daily practice. If this isn't mastered, learners will struggle with grammatical accuracy in reading, writing and speaking.</p> <p><u>Creating perfect tenses</u></p> <p>See the present perfect tense and past perfect tense for more information.</p> <p><u>Creating the passive voice</u></p> <p>See the passive voice for more information</p> <p><u>Adjectives</u></p> <p>When past participles function as adjectives, they're called 'participle adjectives'. These can be considered as more powerful than standard adjectives because they convey action or change, create backstory and express emotions/states of being.</p> <p>e.g. the large dragon vs. the imprisoned dragon (simple description) (description with backstory)</p> <p> the beautiful photograph vs. the faded photograph (simple description) (description shows change)</p> <p>Because these adjectives find their origins as a verb, their use carries additional layers of meaning and context that make descriptions more vivid and dynamic.</p>	Rule	Base	Simple past	Past participle	We do not change it.	put cut	put cut	put cut	We add -en or -n.	eat drive take	ate drove took	eaten driven taken	We change the vowel.	sing ring swim	sang rang swam	sung rung swum	We add a -t to the end.	dream sleep creep	dreamt slept crept	dreamt slept crept	We change the word completely.	go do	went did	gone done		
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Terms	Definitions, misconceptions and explanations (more detailed)	Video explanation (simplified)	Classroom practice video												
Past perfect	<p>Definition</p> <p>The past perfect tense is used to show that something happened in the past before another thing in the past.</p> <p>Let's explore</p> <p>The past perfect tense is formed by combining the verb 'to have' with a past participle. Be wary that children will not know past participles. This must be explicitly modelled and reviewed regularly.</p> <table border="1" data-bbox="304 555 1086 797"> <thead> <tr> <th data-bbox="304 555 564 629">'to have' (past)</th> <th data-bbox="564 555 825 629">past participle</th> <th data-bbox="825 555 1086 629">past perfect form</th> </tr> </thead> <tbody> <tr> <td data-bbox="304 629 564 685">had</td> <td data-bbox="564 629 825 685">written</td> <td data-bbox="825 629 1086 685">had written</td> </tr> <tr> <td data-bbox="304 685 564 741">had</td> <td data-bbox="564 685 825 741">eaten</td> <td data-bbox="825 685 1086 741">had eaten</td> </tr> <tr> <td data-bbox="304 741 564 797">had</td> <td data-bbox="564 741 825 797">sung</td> <td data-bbox="825 741 1086 797">had sung</td> </tr> </tbody> </table> <p>Children sometimes struggle to see the correlation between time and tense. To support this connection being made, demonstrate sentences on timelines.</p> <div data-bbox="360 969 1034 1037" style="text-align: center;"> </div> <p>S V S VP The Titanic sank. It had hit an iceberg.</p> <p>Here, it is clear that the iceberg collision (green sentence and cross) took place first because of the use of 'had hit'. If the sentences were rewritten to be, 'The Titanic sank. It hit an iceberg,' then the iceberg collision would have happened after the ship had sunk. Without the past perfect tense, sentences in the past can be taken as happening chronologically in the order that they are written.</p>	'to have' (past)	past participle	past perfect form	had	written	had written	had	eaten	had eaten	had	sung	had sung	<div data-bbox="1185 217 1251 282" style="text-align: center;"></div> <div data-bbox="1155 293 1281 376" style="text-align: center;"> Video link Past perfect tense </div> <div data-bbox="1185 598 1251 663" style="text-align: center;"></div> <div data-bbox="1155 674 1281 730" style="text-align: center;"> Video link To have </div>	<div data-bbox="1353 232 1481 277" style="text-align: center;"></div> <div data-bbox="1353 611 1481 656" style="text-align: center;"></div>
'to have' (past)	past participle	past perfect form													
had	written	had written													
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Terms	Definitions, misconceptions and explanations (more detailed)	Video explanation (simplified)	Classroom practice video									
<p>Past simple</p>	<p>Definition</p> <p>The past simple tense tells us that actions happened and finished in the past.</p> <p>Avoid this misconception</p> <p>Avoid saying that we add -ed to form the past tense. This is only true for regular verbs in the past simple tense. Irregular verbs e.g. sing -> sang, and other example of past tense e.g. was walking or had been given, do not have the suffix -ed involved.</p> <p>Let's explore</p> <p>The past simple tense uses the past simple form of verbs.</p> <p>Regular verbs in the past tense are conjugated (changed) using the suffix -ed to the base form of the verb.</p> <table border="1" data-bbox="304 801 1086 990"> <thead> <tr> <th>base form</th> <th>-ed</th> <th>past simply form</th> </tr> </thead> <tbody> <tr> <td>walk</td> <td>ed</td> <td>walked</td> </tr> <tr> <td>brush</td> <td>ed</td> <td>brushed</td> </tr> </tbody> </table> <p>Please note that the past simple form will sometimes be affected by spelling rules e.g. carry -> carried & stop -> stopped. This is about spelling. The tense remains the same.</p>	base form	-ed	past simply form	walk	ed	walked	brush	ed	brushed	 <p>Video link Past simple tense</p>	
base form	-ed	past simply form										
walk	ed	walked										
brush	ed	brushed										
<p>Prepositions</p>	<p>Definition</p> <p>A preposition is a word that connects nouns, noun phrases and pronouns to a sentence by showing place, time, direction, manner, cause, purpose, and possession.</p> <p>Avoid this misconception</p> <p>Avoid saying that they just show 'position' or 'place'. This overlooks that they can show time, direction, manner, cause, purpose and possession.</p> <p>Let's explore</p> <p>Showing place and direction</p> <p>e.g.</p> <p style="text-align: center;"> S V A ← (where?) </p> <p><u>The wind</u> blew <u>through</u> the trees.</p> <p>Here, 'through' shows the relationship between the wind's action (blowing) and the trees -> moving through. The preposition is 'through'. This makes 'through the trees' a prepositional phrase. Because it is answering 'where?' about the verb, it is also an adverbial of place.</p> <p>See adverbials for more information.</p>	 <p>Video link Prepositions</p>										

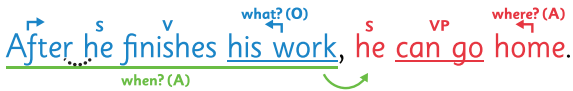


Terms	Definitions, misconceptions and explanations (more detailed)	Video explanation (simplified)	Classroom practice video
	<p>Showing time</p> <p>e.g.</p> <p style="text-align: center;"> S V A ← (when?) </p> <p>The audience clapped after the show.</p> <p>Here, 'after' shows the relationship between the audience's action (clapping) and the show -> when the action occurred. The preposition is 'after'. This makes 'after the show' a prepositional phrase. Because it is answering 'when?' about the verb, it is also an adverbial of time.</p> <p>See adverbials for more information.</p> <p>Showing manner</p> <p>e.g.</p> <p style="text-align: center;"> S V A ← (how?) </p> <p>The witch cackled with joy.</p> <p>Here, 'with' shows the relationship between the witch's action (cackling) and joy -> showing how the action was performed. The preposition is 'with'. This makes 'with joy' a prepositional phrase. Because it is answering 'how?' about the verb, it is also an adverbial of manner.</p> <p>See adverbials for more information.</p> <p>Showing cause and purpose</p> <p>e.g.</p> <p style="text-align: center;"> S V A ← (how?) ← (why?) A </p> <p>The officer arrived late because of the traffic.</p> <p>Here, 'because of' shows the relationship between the officer's action (arriving) and the traffic -> showing why he was late. The preposition is 'because of'. This makes 'because of the traffic' a prepositional phrase. Because it is answering 'why?' about the verb, it is also an adverbial of reason/purpose.</p> <p>See adverbials for more information.</p> <p>Showing possession</p> <p>e.g.</p> <p style="text-align: center;"> S V ← + Laura (renames her) </p> <p>Laura is the owner of the car.</p> <p>Here, 'of' show the relationship between the owner and the car -> showing the possession of the vehicle to the owner. The preposition is 'of'. 'The owner of the car' is a noun phrase renaming Laura, who is the owner of the car. It is acting as a subject complement here to replace Laura with another title.</p> <p>See complements for more information.</p>		


Terms	Definitions, misconceptions and explanations (more detailed)	Video explanation (simplified)	Classroom practice video
Present participle	<p><u>Definition</u></p> <p>A present participle is a form of a verb ending with -ing. They can act as nouns, part of a verb phrase or adjectives.</p> <p><u>Avoid these misconceptions</u></p> <p>Avoid saying that ‘-ing words are doing words’ or ‘-ing words are verbs’. This is very misleading as present participles (-ing words) can function as nouns, as a part of verb phrases or adjectives. Present participles cannot function as the sole verb in a sentence.</p> <p>e.g. I driving to Leeds. ❌</p> <p>Avoid saying that ‘-ing words’ are in the present. These words do not indicate whether a verb phrase is in the past, present or future. It is the auxiliary verb that accompanies it that does this.</p> <p>e.g. I am driving. I was driving. I will be driving.</p> <p>In each example above, ‘am’, ‘was’ and ‘will be’ indicate past, present and future – not the word ‘driving’.</p> <p><u>Let’s explore</u></p> <p>Present participles can function as nouns, as part of a verb phrase and as adjectives:</p> <p><u>Nouns</u> (Gerund nouns)</p> <p>As a noun, the present participle will sit in either the subject or object position of a sentence. It is the name of an activity.</p> <p>e.g. $\begin{matrix} & & \leftarrow + \text{swimming} \\ & \text{S} & \text{V C} \\ \text{e.g.} & \text{Swimming} & \text{is fun.} \end{matrix}$ $\begin{matrix} & & \leftarrow \text{what?} \\ & \text{S} & \text{V} & \text{O} \\ \text{e.g.} & \text{Mandy} & \text{loves} & \text{reading.} \end{matrix}$</p> <p>In the first example, ‘swimming’ is the subject of the sentence and is therefore a noun. ‘Fun’ tells you more about the activity of ‘swimming’ so it is a subject complement (an adjective in this example).</p> <p>See nouns, complements and adjectives for further information.</p> <p>In the second example, ‘Mandy’ is the subject of the sentence and ‘reading’ is what Mandy loves, making it the object of the sentence and therefore a noun. ‘Reading’ is the name of the activity that Mandy loves.</p> <p><u>As part of a verb phrase</u></p> <p>When joined by an auxiliary (helper) verb (specifically the verb ‘to be’), a present participle can function as part of a verb phrase. It cannot function as a verb without the auxiliary (helper) verb.</p> <p>e.g. She is writing a book. ✔️ She writing a book. ❌</p>	<p> Video link Nouns</p> <p> Video link Complements</p> <p> Video link Auxiliary verbs</p>	<p></p> <p></p> <p></p> <p></p>

Terms	Definitions, misconceptions and explanations (more detailed)	Video explanation (simplified)	Classroom practice video									
	<p>Adjectives (participle adjectives)</p> <p>If the present participle is adding more to a noun or pronoun, then it is functioning as an adjective. This is called a participle adjective.</p> <p style="text-align: center;"> S V O ← what? </p> <p>e.g. <u>The glistening snow</u> covered <u>the landscape</u>.</p> <p style="text-align: center;"> S V C ← + her voice </p> <p><u>Her voice</u> sounds soothing.</p> <p>In the first example, 'glistening' is a present participle and adds more to the noun 'snow' so it is a participle adjective.</p> <p>In the second example, 'soothing' is a present participle and adds more to 'voice' so it is an participle adjective.</p> <p>See adjectives for further information.</p>	 Video link Adjectives										
<p>Present perfect</p>	<p>Definition</p> <p>The present perfect tense is used to talk about things that happened in the past but are important now, especially when talking about experiences or things you've done before.</p> <p>Avoid this misconception</p> <p>Avoid saying that this tense is all about the past or all about the present. The tense is about the relationship of past to present and even into the future.</p> <p>Let's explore</p> <p>The present perfect tense is formed by combining the present form of 'to have' + past participles.</p> <table border="1" data-bbox="301 1384 1086 1572"> <thead> <tr> <th style="background-color: #ADD8E6;">'to have' (present) (auxiliary)</th> <th style="background-color: #90EE90;">past participle</th> <th style="background-color: #FFDAB9;">present perfect form</th> </tr> </thead> <tbody> <tr> <td>has</td> <td>seen</td> <td>has seen</td> </tr> <tr> <td>have</td> <td>driven</td> <td>have driven</td> </tr> </tbody> </table> <p>Children sometimes struggle to see the correlation between time and tense. To support this connection being made, demonstrate sentences on timelines.</p> <p>e.g. </p> <p style="text-align: center;"> S VP O ← what? </p> <p><u>The girl has eaten the cheesecake.</u></p> <p>In this example, 'The girl has eaten the cheesecake' is in the present perfect tense because it uses 'has' (the auxiliary verb) and 'eaten' (the past participle) to describe an action that occurred at some unspecified time in the past and is relevant to the present moment.</p> <p>See auxiliary verbs, to have and past participles for more information.</p>	'to have' (present) (auxiliary)	past participle	present perfect form	has	seen	has seen	have	driven	have driven	 Video link Present perfect	
'to have' (present) (auxiliary)	past participle	present perfect form										
has	seen	has seen										
have	driven	have driven										

Terms	Definitions, misconceptions and explanations (more detailed)	Video explanation (simplified)	Classroom practice video
Pronouns	<p>Definition</p> <p>Pronouns are words that replace nouns.</p> <p>Avoid this misconception</p> <p>Avoid confusing 'I', 'me' and 'myself'. 'I' is used when you are the subject of the sentence, 'me' is when you are the object of the sentence and 'myself' is used when you've already referenced yourself as 'I' earlier in the sentence.</p> <p>People often use 'person and I' in a sentence no matter where it is because they've been told that 'person and me' is wrong. This isn't true. It depends on the position.</p> <p>e.g. S VP Mandy and I will go. ✓</p> <p> S VP Mandy and me will go. ✗</p> <p>You are the subject, so 'I' is correct above.</p> <p> S V O ← whom/what? They invited Mandy and I. ✗</p> <p> S V O ← whom/what? They invited Mandy and me. ✓</p> <p>You are the object, so 'me' is correct.</p> <p> S V O ← whom/what? I have cut myself. ✓</p> <p> S V O ← whom/what? I have cut me. ✗</p> <p>Even though you are the object, you have already used 'I' so you must now use 'myself' as the object.</p>	 Video link Pronouns	

Terms	Definitions, misconceptions and explanations (more detailed)	Video explanation (simplified)	Classroom practice video
Relative clauses	<p>Definition</p> <p>A relative clause, or adjective clause, is a clause that gives more information about a noun. They begin with a relative pronoun, but sometimes these can be omitted to create a reduced relative clause.</p> <p>Let's explore</p> <p>Relative clauses are used to provide additional information about nouns in writing. They can condense information from multiple sentences into one sentence.</p> <p>e.g.</p> <p>The parrot was very colourful. The parrot had a curved beak.</p> <p style="text-align: center;"> S S V V </p> <p>The parrot, which had a curved beak, was very colourful.</p> <p>In this example, the main clause (blue) has had the subject and verb separated for the relative clause (red) to be embedded into it. The relative clause is still a clause because it has a subject and a verb. It is related to the first point because 'which' is a relative pronoun which has replaced the noun phrase 'the parrot'.</p> <p>Relative clauses are known as adjective clauses because their existence is purely to add to a noun within the sentence. Adjectives add to nouns and this is why relative clauses are also adjective clauses.</p>	 <p>Video link Relative clauses</p>	
Semi-colons	<p>Definition</p> <p>A semi-colon is a punctuation mark used to join linked independent clauses and separate complex items in a list.</p> <p>Avoid this misconception</p> <p>Avoid saying that semi-colons replace coordinating conjunctions. This overgeneralises how semi-colons work. Whilst they can do the same job as some coordinating conjunctions, they cannot simply 'replace' them.</p> <p>e.g. fish and chips fish; chips ❌</p> <p>Let's explore</p> <p>Joining linked independent clauses</p> <p>If two independent clauses are contextually linked, they can be joined by a semi-colon.</p> <p>e.g.</p> <p>I like tea; she likes coffee.</p> <p>In this example, the two independent clauses are both about preference of hot beverages, so they can be joined together with a semi-colon.</p> <p>I flew to Russia; the can moved. ❌</p> <p>In this example, these independent clauses have no related contextualisation. For this reason, they should be separated and not joined.</p>	 <p>Video link Semi-colons</p>	

Terms	Definitions, misconceptions and explanations (more detailed)	Video explanation (simplified)	Classroom practice video
	<p><u>Separating items in a complex list</u></p> <p>Use semicolons to separate items in a list when the items themselves contain commas. This prevents confusion and ensures that each item in the list is clearly distinguished from the others.</p> <p>e.g. 'The conference will feature speakers from Albany, New York; Boston, Massachusetts; and Providence, Rhode Island.'</p> <p>Here, semicolons separate the locations in the list because each location includes a comma.</p> <p>Use semicolons when the list items are lengthy or complex phrases that might be confusing if separated by commas alone.</p> <p>e.g. 'The company's goals for the year include expanding into new markets, such as Asia and Europe; improving customer service; and increasing research and development efforts.'</p> <p>In this case, semicolons help to clearly distinguish between the different goals, which are complex phrases.</p>		
<p>Subordinating conjunctions and subordinate clauses</p>	<p><u>Definition</u></p> <p>A subordinating conjunction is a word that introduces a subordinate clause.</p> <p><u>Avoid this misconception</u></p> <p>Avoid overgeneralising what a subordinating conjunction is by using acronyms like ISAWAWABUB or AWHITEBUS. 'After' appears on both of these lists and this word can be an adverb, preposition and a subordinating conjunction. The key learning here is looking at how these words interact with a clause to create a subordinate clause rather than just naming them.</p> <p><u>Let's explore</u></p> <p>When using a subordinating conjunction to create a subordinate clause, you are adding a modifying adverbial clause. This means that you are adding a clause which answers a question to the verb in the main clause.</p> <p>e.g. </p> <p>In this example, 'he can go home' is the main clause. It is a clause because it has a subject 'he' and a verb phrase 'can go'. It is the 'main clause' or 'independent clause' because it makes sense alone. 'After he finishes work' is a subordinate clause. It is a clause because it has a subject 'he' and a verb 'finishes'. It is subordinate because it starts with a subordinating conjunction 'after' and its sole existence is to answer a question about the main clause – here, it is when can he go home? Without the main clause, the subordinate clause has no reason to exist – this is why it is 'subordinate' or 'dependent'. It is an adverbial because it answers a question about the verb.</p> <p>All subordinate clauses that start with subordinating conjunctions are also adverbial clauses.</p> <p>A comma is used to separate the subordinate clause from the main clause when the subordinate clause is positioned at the front of the sentence. This is exactly the same as using a comma for a 'fronted adverbial' in the National Curriculum. Please note that there is no such thing as a 'fronted adverbial' in the English language.</p> <p>See adverbials for more information.</p>	<p></p> <p>Video link Subordinating conjunctions</p>	<p></p>

Terms	Definitions, misconceptions and explanations (more detailed)	Video explanation (simplified)	Classroom practice video
Synonyms	<p>Definition</p> <p>A word that means the same, or almost the same, as another word. e.g. happy and joyful.</p>	 Video link Synonyms	