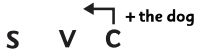


Terms	Definitions, misconceptions and explanations (more detailed)	Video explanation (simplified)	Classroom practice video
	<u>Long passive & short passive</u> If the passive-voice verb is followed by the word by + noun phrase, then this is called the long passive. If the latter is omitted, then this is called the short passive. Long passive: The issue was resolved by the court. Short passive: The issue was resolved. <u>Informal passive</u> There is also an informal passive construction which uses 'get' instead of a being verb. e.g. We got married. He got fired. She got stuck.	 Video link Active and passive voice	
Adjectives	<u>Definition</u> Adjectives add to a noun or pronoun. <u>Avoid these misconceptions</u> Avoid saying that 'adjectives are describing words'. There are many types of adjectives and they do not all describe a noun or pronoun. 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. e.g. S V The brown dog barked.  S V C The dog is brown. 'Brown' is an adjective in both examples because it adds to the noun 'dog'. It is nothing to do with position. 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'. See nouns, noun phrases and 'expanded noun phrases' for more information. <u>Let's explore</u> Qualitative adjectives – 'descriptive words' e.g. the wise wizard Quantitative adjectives – 'quantity words' e.g. one giant leap many wise wizards Demonstrative adjectives – 'which words' e.g. this pencil that hat those curtains Possessive adjectives – 'whose words' e.g. my hat her car his watch	 Video link Adjectives	

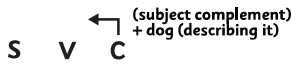
Terms	Definitions, misconceptions and explanations (more detailed)	Video explanation (simplified)	Classroom practice video
	Interrogative adjectives – ‘question words’ e.g. Which train will you take? Whose drink is that? Proper adjectives – ‘deriving from proper noun words’ e.g. the Cuban cigar a Canadian dollar Compound adjectives – ‘two or more adjective words’ e.g. a five-star restaurant the Game of Thrones actor Relative adjectives – ‘a relative pronoun acting as an adjective word’ e.g. take whichever path Limiting adjectives – ‘article words’ e.g. the yellow bird a small house		
Adverbials	<u>Definition</u> An adverbial is a word, phrase or clause that functions like an adverb. It answers questions like how, where, when and why. <u>Avoid this misconception</u> 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. e.g. + the pirate (describing him) S V why? Covered in sand, the pirate dug for gold. 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). <u>Let’s explore</u> 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). Adverbial modifiers (words and phrases) 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.	 Video link Adverbials	

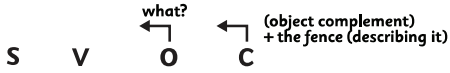
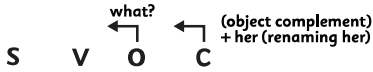
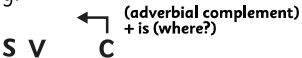
Terms	Definitions, misconceptions and explanations (more detailed)	Video explanation (simplified)	Classroom practice video
	e.g. S V A where? I ran <u>in the park</u>. Where did I run? In the park. S V A why? She cooks <u>for fun</u>. Why does she cook? For fun. S V A when? They danced <u>last week</u>. When did they dance? Last week. S V A how? <u>The birds</u> sang gleefully. How did the birds sing? Gleefully. 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: Where? – Adverbial of place When? – Adverbial of time or frequency (last week vs. often) How? – Adverbial of manner Why? – Adverbial of reason 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. e.g. I ran. She cooks. They danced. The birds sang. This proves that they are adverbial modifiers (something that can be removed from the sentence). Adverbial modifiers (clauses) All adverbial clauses are subordinate clauses. Adverbial clauses often answer when, why, under what condition and despite what. After ^S <u>he finishes his work</u>, ^S <u>he can go home</u>. what? (O) where? (A) when? (A) As ^S <u>she had some free time</u>, ^S <u>she decided to read a book</u>. what? (O) what? (O) why? (A) Although ^S <u>it was raining</u>, ^S <u>they went for a walk</u>. despite what? (A) why? what purpose? (A) If ^S <u>it rains tomorrow</u>, ^S <u>we'll stay indoors</u>. when? (A) where? (A) under what condition? (A) 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. See clauses and subordinate clauses for more information.		

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

Terms	Definitions, misconceptions and explanations (more detailed)	Video explanation (simplified)	Classroom practice video								
	<table border="1"> <tr> <td rowspan="3">un</td><td rowspan="3">help</td><td>ful</td><td>ness</td></tr> <tr> <td colspan="2">sing ed</td></tr> <tr> <td>er</td><td>es</td></tr> </table> un + help + ful = unhelpful help+ing = helping help+er+s = helpers In each example, the affixes (prefixes and suffixes) change the meaning of the word. e.g. un = not ful = full of unhelpful = not full of help ing = continuous helping = continuous act of giving help er = one who s = more than one helpers = more than one who helps	un	help	ful	ness	sing ed		er	es		
un	help			ful	ness						
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Clauses	Definition A clause is a group of words that includes a subject and a linked verb. Let's explore Subject 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. See nouns for further information. Verb The verb in the clause details the action or state of being of the subject. S V e.g. <u>The man</u> ran. S V C <u>The books</u> are new. ← + books In the first example, 'ran' details the action that the subject 'the man' undertook. 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. See complements for further information.	 Video link Clauses									

Terms	Definitions, misconceptions and explanations (more detailed)	Video explanation (simplified)	Classroom practice video
	<u>Subject-verb agreement</u> It must agree with the subject in number or person (subject-verb agreement). e.g. They runs. ✗ They run. ✓ The books is... ✗ The books are... ✓ <u>Subject + verb</u> 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.		
Colons	<u>Definition</u> A colon is a punctuation mark that is used to introduce emphasise or clarify information. <u>Avoid this misconception</u> 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. S V e.g. <u>The shop</u> sells: apples, oranges and bananas. ✗ 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. S V O what? <u>The shop</u> sells <u>apples, oranges and bananas</u>. ✓ OR S V O what? <u>The shop</u> sells <u>a variety of fruit</u>: apples, oranges and bananas. ✓ 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. In the final example, the colon is used correctly as the list of fruit follows a full independent clause. <u>Let's explore</u> A word, phrase or clause can be added after a colon: e.g. 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.	 Video link Colons	

Terms	Definitions, misconceptions and explanations (more detailed)	Video explanation (simplified)	Classroom practice video
	Colons are very versatile and can be used in many ways: <u>Introducing a list</u> • She grabbed the items: butter, flour and eggs. <u>Introducing a quotation</u> • “The manager emphasised the new policy: ‘All employees must clock in by 9 AM.’” <u>Introducing an explanation or elaboration</u> • ‘She had only one objective: to win the competition at all costs.’ <u>Emphasizing a statement</u> • ‘There is one crucial factor to success: perseverance.’ <u>Separating hours and minutes in time</u> • ‘The event starts at 6:45 PM.’ <u>Formatting titles and subtitles</u> • ‘The Science of Cooking: Understanding the Chemistry of Food.’ <u>In ratios and proportions</u> • ‘The recipe calls for a 3:1 ratio of flour to sugar.’ <u>In scriptwriting and dialogue</u> • ‘Mary: We need to finish this by tomorrow.’ <u>In bibliographic citations</u> • ‘Hudson, Mitch. Sentence Science. London: To be confirmed, 2025.’		
Complements	<u>Definition</u> 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. <u>Let’s explore</u> There are three types of complement: subject complement, object complement and adverbial complement. <u>Subject complement</u> (adds to the subject noun) With subject complements, the word or phrase acting as a complement will either describe or rename the subject. <u>Describing the subject</u> e.g.  <u>The dog</u> is brown. 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.	 Video link Complements (Please note that the video only discusses subject and object complements)	

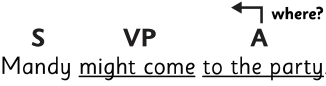
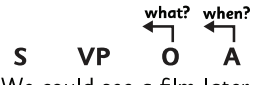
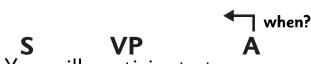
Terms	Definitions, misconceptions and explanations (more detailed)	Video explanation (simplified)	Classroom practice video
	<u>Renaming the subject</u> e.g.  Mitch is <u>a teacher</u>. In this example, 'a teacher' completes the sentence (making it a complement) and it adds to 'Mitch' by renaming him. As it is adding to a noun/noun phrase, 'a teacher' is functioning like an adjective here – it is functioning adjectivally. <u>Object complement</u> With object complements, the word or phrase acting as a complement will either describe or rename the object. <u>Describing the object</u> e.g.  They painted <u>the fence</u> white. 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. Renaming the object e.g.  They elected <u>her</u> president. 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. <u>Adverbial complement</u> 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). An adverbial complement must complete a sentence for it to be classed as a complement. e.g.  She is <u>in the park</u>. 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.	 Video link Adverbs  Video link Adverbials	 

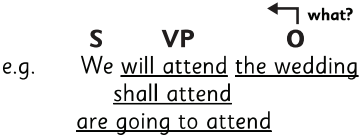
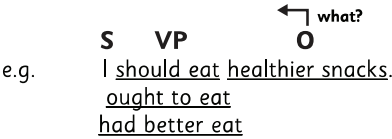
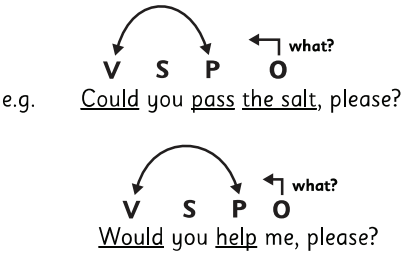
Terms	Definitions, misconceptions and explanations (more detailed)	Video explanation (simplified)	Classroom practice video
Coordinating conjunctions	<u>Definition</u> Coordinating conjunctions join words, phrases and clauses. <u>Let's explore</u> There are seven coordinating conjunctions in the English language: for, and, nor, but, or, yet, so. <u>Joining words</u> And, or and nor can join words. e.g. fish and chips, tea or coffee, cats nor dogs <u>Joining phrases</u> And, but, or and nor can join phrases. 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. <u>Joining clauses</u> All seven conjunctions can join clauses. e.g. 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. See clauses for further information.	 Video link Coordinating conjunctions	
Determiners	<u>Definition</u> Determiners come before a noun to determine which noun we're talking about. 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. Their specific grammatical role is to tell which one, how many or who it belongs to. <u>Which one?</u> (Demonstratives) e.g. this book, that book, those books, these books Them is not a determiner and should not be used before a noun e.g. them curtains – this is wrong.	 Video link Determiners	

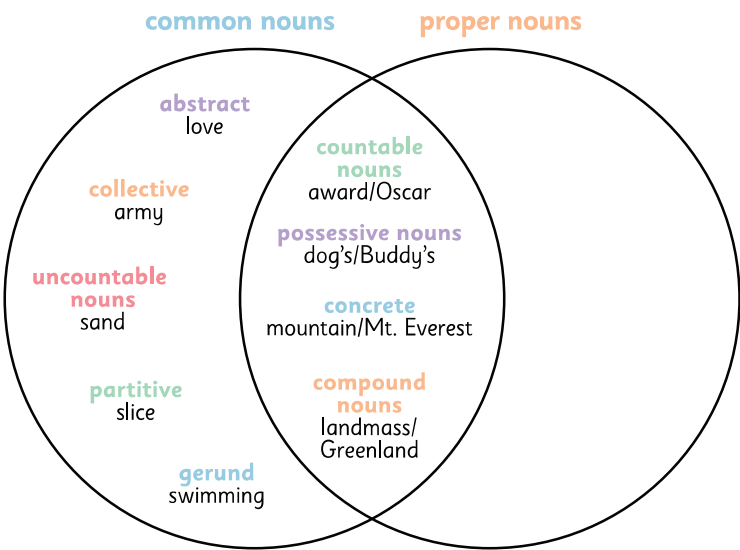


Terms	Definitions, misconceptions and explanations (more detailed)	Video explanation (simplified)	Classroom practice video
	<u>Which one?</u> (Articles) e.g. the cat, an apple, a cat The = definite article (we know which one) A/an = indefinite article (we're not sure which one or refers to any of its kind) <u>How many?</u> (Quantifiers) e.g. some people, many people, few people, several people, all people, no person, each person, every person, any people <u>Who does it belong to?</u> (Possessive determiners) e.g. my car, his car, her car, your car, their car, our car, its tail		
Homophones	<u>Definition</u> Homophones are words that sounds the same, but they mean different things and are spelled differently. e.g. to, two and too	 Video link Homophones	
Modal verbs	<u>Definition</u> 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. <u>Avoid this misconception</u> Many think that 'can' and 'may' are interchangeable. This is wrong. 'Can' is used for ability and 'may' is used for permission. e.g. Can I go to the toilet? ❌ May I go to the toilet? ✔️ <u>What you can do</u> (ability) can and could (past ability) + semi-modal 'be able to' ← what? S VP O e.g. I <u>can speak</u> French. <u>am able to speak</u> ← how? S VP A I <u>could dance</u> well. 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. 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.	 Video link Modal verbs	



Terms	Definitions, misconceptions and explanations (more detailed)	Video explanation (simplified)	Classroom practice video
	<u>What might happen</u> (possibility) may, might, could  e.g. It <u>may rain</u> later.  Mandy <u>might come</u> <u>to the party</u>.  We <u>could see</u> <u>a film</u> later. 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. 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. 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. <u>What you are allowed to do</u> (permission) may  e.g. You <u>may enter</u> <u>the room</u>. 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. <u>What you must do</u> (necessity/certainty) must and will + semi-modals 'have to' and 'need to'  e.g. <u>Our team</u> <u>must win</u> <u>the match</u>. <u>have to win</u> <u>need to win</u>  You <u>will participate</u> tomorrow.		

Terms	Definitions, misconceptions and explanations (more detailed)	Video explanation (simplified)	Classroom practice video
	<u>What you will do</u> (certainty) will and shall + semi-modal 'be going to'  e.g. We <u>will attend the wedding</u>. <u>shall attend</u> <u>are going to attend</u> 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). <u>Good ideas</u> (advice) should + semi-modals 'ought to' and 'had better'  e.g. I <u>should eat healthier snacks</u>. <u>ought to eat</u> <u>had better eat</u> 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. <u>Polite requests</u> could and would  e.g. <u>Could you pass the salt</u>, please? <u>Would you help</u> me, please? 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. 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. 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.		

Terms	Definitions, misconceptions and explanations (more detailed)	Video explanation (simplified)	Classroom practice video
Nouns	<u>Definition</u> Nouns name people, places and things. <u>Let's explore</u> There are many types of nouns, but they all fall into the category of common or proper. <u>Common nouns</u> This is the general name for a person, place or thing. They are not usually capitalised. e.g. teacher, friend, city, house 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. e.g. Yorkshire pudding 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. <u>Proper nouns</u> This is a very specific name of a noun. They're the 'one and only' or 'unique' in their category. They are always capitalised. e.g. William Shakespeare, New York City, Russia <u>Categorising nouns beyond common and proper</u>  <u>Concrete nouns</u> Concrete nouns are people, places or things that are tangible – one of the human senses can detect the presence of this noun. e.g. mountain, tree, planet, computer, Mount Everest	 Video link Nouns	

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



Terms	Definitions, misconceptions and explanations (more detailed)	Video explanation (simplified)	Classroom practice video
	<u>Noun clauses</u> 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.' e.g. Where we met is over there. = The park is over there. Who she told must remain anonymous. = Bill must... 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.		
'To be' (being verbs)	<u>Definition</u> A being verb can do two important jobs: <u>Main verbs (linking/state-of-being verbs)</u> They can link the subject to other words that tells us more about the it. <u>Auxiliary (helper) verbs</u> They can help other verbs to make sense. <u>Avoid this misconception</u> 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. <u>Let's explore</u> 'To be' has eight forms – be, is, are, am, was, were, been and being. It has two uses: 1) The main verb (acts as a linking verb/state-of-being verb in a subject-verb-subject complement (S-V-C) sentence). 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. S V C e.g. <u>The room</u> was cold. (An arrow points from 'the room' to 'describes' above 'C') S V C <u>Her sister</u> is <u>a teacher</u>. (An arrow points from 'her sister' to 'renames/identifies' above 'C')	 Video link Being verbs Video link Complements	COMING SOON COMING SOON

Terms	Definitions, misconceptions and explanations (more detailed)	Video explanation (simplified)	Classroom practice video
	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. 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. See complements and linking verbs for further information. 2) <u>An auxiliary (helper) verb</u> 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. S VP O^{what?} e.g. <u>The teacher</u> <u>is writing</u> <u>a letter</u>. 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'. 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. e.g. The pilot flown the plane. ✗ We listening to music. ✗ See past participles, present participles and auxiliary verbs for further information.		COMING SOON
'To have'	<u>Definition</u> 'To have' can do two important jobs: <u>Main verb</u> The verb 'have' means to own something, to hold something, or to experience something. <u>Auxiliary (helper) verbs</u> It can help other verbs to make sense. <u>Avoid these misconceptions</u> Avoid saying that 'have' always means ownership. 'Have' can mean to experience something or hold something, too. e.g. I have a headache. (experiencing) Where are my keys? I have them. (holding) 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.	 Video link To have	COMING SOON

Terms	Definitions, misconceptions and explanations (more detailed)	Video explanation (simplified)	Classroom practice video
	<u>Let's explore</u> 'To have' has four forms – have, has, had, having. It has two uses: 1) The main verb in a subject-verb-object (S-V-O) sentence. As the main verb, the forms of have mean to own, hold or experience something. S V O ← what? e.g. She has <u>a house of her own</u>. (owning) S V O ← what? Mike has <u>the keys</u>. (holding) S VP O ← what? We <u>are having a great time</u>. (experiencing) 2) <u>An auxiliary (helper) verb</u> 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. S VP O ← what? e.g. <u>The teacher has written a letter</u>. 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'. In the English language, we cannot use past participles (e.g. written, flown, ridden) without a form of have to help it make sense.	 Video link past participles	 

Terms	Definitions, misconceptions and explanations (more detailed)	Video explanation (simplified)	Classroom practice video									
Past and present progressive also known as the past and present continuous	Definitions Past progressive The past progressive tense tells us that verb phrases were happening over a period of time in the past. Present progressive The present progressive tense tells us that verb phrases are happening right now. Avoid this misconception Avoid saying that the ‘-ing word’ tells you the tense. It is the being verb that tells you when the verb phrase took place. 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’. Ensure that children understand the terms past, present and future before exploring and progressive forms of tenses. Let’s explore Past progressive The past progressive tense is formed by combining past being verbs (acting as auxiliary verbs) + present participles (verbs ending in -ing) e.g. <table><tr><th>‘to be’ (past)</th><th>present participle</th><th>past progressive form</th></tr><tr><td>was</td><td>singing</td><td>was singing</td></tr><tr><td>were</td><td>writing</td><td>were writing</td></tr></table> Children sometimes struggle to see the correlation between time and tense. To support this connection being made, demonstrate sentences on timelines. e.g.  S VP The soldiers <u>were fighting</u>. 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.	‘to be’ (past)	present participle	past progressive form	was	singing	was singing	were	writing	were writing	 Video link Past and progressive tense	
	‘to be’ (past)	present participle	past progressive form									
was	singing	was singing										
were	writing	were writing										
 Video link Auxiliary verbs	 											

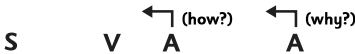
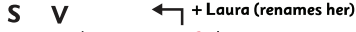
Terms	Definitions, misconceptions and explanations (more detailed)	Video explanation (simplified)	Classroom practice video												
	<u>Present progressive</u> The past progressive tense is formed by combining past being verbs + present participles (verbs ending in -ing) e.g. <table><tr><th>'to be' (present)</th><th>present participle</th><th>present progressive form</th></tr><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></table> Children sometimes struggle to see the correlation between time and tense. To support this connection being made, demonstrate sentences on timelines. e.g.  S VP <u>The soldiers are fighting.</u> 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.	'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													
Past participle	<u>Definition</u> Past participles are used in creating perfect tenses, passive voice and as adjectives. <u>Avoid these misconceptions</u> 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. 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. <u>Let's explore</u> 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.	 Video link Past participles													

Terms	Definitions, misconceptions and explanations (more detailed)	Video explanation (simplified)	Classroom practice video																								
	<u>Regular past participles</u> 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. e.g. waited, appeared, hopped <u>Irregular past participles</u> 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: <table border="1"> <thead> <tr> <th>Rule</th><th>Base</th><th>Simple past</th><th>Past participle</th></tr> </thead> <tbody> <tr> <td>We do not change it.</td><td>put cut</td><td>put cut</td><td>put cut</td></tr> <tr> <td>We add -en or -n.</td><td>eat drive take</td><td>ate drove took</td><td>eaten driven taken</td></tr> <tr> <td>We change the vowel.</td><td>sing ring swim</td><td>sang rang swam</td><td>sung rung swum</td></tr> <tr> <td>We add a -t to the end.</td><td>dream sleep creep</td><td>dreamt slept crept</td><td>dreamt slept crept</td></tr> <tr> <td>We change the word completely.</td><td>go do</td><td>went did</td><td>gone done</td></tr> </tbody> </table> 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. <u>Creating perfect tenses</u> See the present perfect tense and past perfect tense for more information. <u>Creating the passive voice</u> See the passive voice for more information <u>Adjectives</u> 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. e.g. the large dragon vs. the imprisoned dragon (simple description) (description with backstory) the beautiful photograph vs. the faded photograph (simple description) (description shows change) 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.	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		
Rule	Base	Simple past	Past participle																								
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Terms	Definitions, misconceptions and explanations (more detailed)	Video explanation (simplified)	Classroom practice video												
Past perfect	Definition The past perfect tense is used to show that something happened in the past before another thing in the past. Let's explore 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. <table><tr><th>'to have' (past)</th><th>past participle</th><th>past perfect form</th></tr><tr><td>had</td><td>written</td><td>had written</td></tr><tr><td>had</td><td>eaten</td><td>had eaten</td></tr><tr><td>had</td><td>sung</td><td>had sung</td></tr></table> Children sometimes struggle to see the correlation between time and tense. To support this connection being made, demonstrate sentences on timelines.  S V S VP The Titanic sank. It had hit an iceberg. 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.	'to have' (past)	past participle	past perfect form	had	written	had written	had	eaten	had eaten	had	sung	had sung	 Video link Past perfect tense  Video link To have	 
'to have' (past)	past participle	past perfect form													
had	written	had written													
had	eaten	had eaten													
had	sung	had sung													

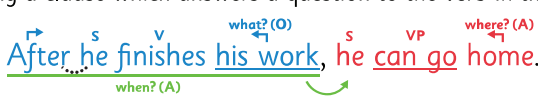
Terms	Definitions, misconceptions and explanations (more detailed)	Video explanation (simplified)	Classroom practice video									
Past simple	Definition The past simple tense tells us that actions happened and finished in the past. Avoid this misconception Avoid saying that we add -ed to form the past 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. Let's explore The past simple tense uses the past simple form of verbs. Regular verbs in the past tense are conjugated (changed) using the suffix -ed to the base form of the verb. <table><tr><th>base form</th><th>-ed</th><th>past simply form</th></tr><tr><td>walk</td><td>ed</td><td>walked</td></tr><tr><td>brush</td><td>ed</td><td>brushed</td></tr></table> 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.	base form	-ed	past simply form	walk	ed	walked	brush	ed	brushed	 Video link Past simple tense	
base form	-ed	past simply form										
walk	ed	walked										
brush	ed	brushed										
Prepositions	Definition 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. Avoid this misconception Avoid saying that they just show 'position' or 'place'. This overlooks that they can show time, direction, manner, cause, purpose and possession. Let's explore Showing place and direction e.g. S V  (where?) <u>The wind</u> blew <u>through</u> <u>the trees</u>. 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. See adverbials for more information.	 Video link Prepositions										

Terms	Definitions, misconceptions and explanations (more detailed)	Video explanation (simplified)	Classroom practice video
	<u>Showing time</u> e.g.  The audience clapped <u>after</u> the show. 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. See adverbials for more information. <u>Showing manner</u> e.g.  The witch cackled <u>with</u> joy. 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. See adverbials for more information. <u>Showing cause and purpose</u> e.g.  The officer arrived late <u>because of</u> the traffic. 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. See adverbials for more information. <u>Showing possession</u> e.g.  Laura is <u>the owner of</u> the car. 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. See complements for more information.		

Terms	Definitions, misconceptions and explanations (more detailed)	Video explanation (simplified)	Classroom practice video									
	Adjectives (participle adjectives) 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. S V O what? e.g. <u>The glistening snow</u> covered <u>the landscape</u>. S V C + her voice <u>Her voice</u> sounds soothing. In the first example, ‘glistening’ is a present participle and adds more to the noun ‘snow’ so it is a participle adjective. In the second example, ‘soothing’ is a present participle and adds more to ‘voice’ so it is an participle adjective. See adjectives for further information.	 Video link Adjectives										
Present perfect	Definition 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. Avoid this misconception 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. Let’s explore The present perfect tense is formed by combining the present form of ‘to have’ + past participles. <table><tr><th>‘to have’ (present) (auxiliary)</th><th>past participle</th><th>present perfect form</th></tr><tr><td>has</td><td>seen</td><td>has seen</td></tr><tr><td>have</td><td>driven</td><td>have driven</td></tr></table> Children sometimes struggle to see the correlation between time and tense. To support this connection being made, demonstrate sentences on timelines. e.g.  S VP O what? <u>The girl has eaten the cheesecake</u>. 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. See auxiliary verbs, to have and past participles for more information.	‘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	<u>Definition</u> Pronouns are words that replace nouns. <u>Avoid this misconception</u> 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. 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. e.g. S VP Mandy and I will go. ✓ S VP Mandy and me will go. ✗ You are the subject, so 'I' is correct above. S V O whom/what? They invited Mandy and I. ✗ S V O whom/what? They invited Mandy and me. ✓ You are the object, so 'me' is correct. S V O whom/what? I have cut myself. ✓ S V O whom/what? I have cut me. ✗ Even though you are the object, you have already used 'I' so you must now use 'myself' as the object.	 Video link Pronouns	

Terms	Definitions, misconceptions and explanations (more detailed)	Video explanation (simplified)	Classroom practice video
Relative clauses	Definition 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. Let's explore Relative clauses are used to provide additional information about nouns in writing. They can condense information from multiple sentences into one sentence. e.g. The parrot was very colourful. The parrot had a curved beak. S S V V The parrot, which had a curved beak, was very colourful. 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'. 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.	 Video link Relative clauses	
Semi-colons	Definition A semi-colon is a punctuation mark used to join linked independent clauses and separate complex items in a list. Avoid this misconception 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. e.g. fish and chips fish; chips ❌ Let's explore Joining linked independent clauses If two independent clauses are contextually linked, they can be joined by a semi-colon. e.g. I like tea; she likes coffee. In this example, the two independent clauses are both about preference of hot beverages, so they can be joined together with a semi-colon. I flew to Russia; the can moved. ❌ In this example, these independent clauses have no related contextualisation. For this reason, they should be separated and not joined.	 Video link Semi-colons	

Terms	Definitions, misconceptions and explanations (more detailed)	Video explanation (simplified)	Classroom practice video
	<u>Separating items in a complex list</u> 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. e.g. 'The conference will feature speakers from Albany, New York; Boston, Massachusetts; and Providence, Rhode Island.' Here, semicolons separate the locations in the list because each location includes a comma. Use semicolons when the list items are lengthy or complex phrases that might be confusing if separated by commas alone. 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.' In this case, semicolons help to clearly distinguish between the different goals, which are complex phrases.		
Subordinating conjunctions and subordinate clauses	<u>Definition</u> A subordinating conjunction is a word that introduces a subordinate clause. <u>Avoid this misconception</u> 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. <u>Let's explore</u> 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. e.g.  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. All subordinate clauses that start with subordinating conjunctions are also adverbial clauses. 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. See adverbials for more information.	 Video link Subordinating conjunctions	

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