

# Upper School Punctuation and Grammar Knowledge Organiser

## Unit Vocabulary

Adjective	A word that adds more information about a noun.	Speech marks	Punctuation used to show what has been spoken or said.
Adverb	A word that adds more information about verbs, adjectives or other adverbs	Reporting clause	A clause which indicates that you are talking about what someone said or thought (said, asked, shouted).
Adverbial	A group of words that can function as an adverb	Antonym	A word that has the exact opposite meaning of another word
Noun	Names of things that we can touch (concrete) and abstract (ideas, emotions).	Synonym	a word that means the same thing as another word.
Preposition	Shows the relationship between words. usually describe the position of something, the time when something happens and the way in which something is done .	Verb	A verb is the part of speech that indicates what something does, or what it is
Past tense	Verb form used describe things that happened in the past.	Ellipsis	Punctuation (...) that shows where words are left all or to create a cliff-hanger.
Present tense	Verb form used to describe things happening right now.	Paragraph	Connected sentence about one idea or theme.

Fronted Adverbials - A sentence that includes a fronted adverbial is used to guide the reader and used to describe the action that follows. Normally when or where something is happening.

**Earlier today, I ate my cereal.**

← Main clause  
 ↗ Fronted adverbial  
 ↘ Normally followed by comma

Time: Today, Yesterday, On Monday, In the blink of an eye, Later, Recently, In June, After dusk,	Location: Over the mountain, In the distance, On the shore, In the house, Down the stairs, Outside, Around the corner, On the boat,	Feelings/Manner: Anxiously, In a flash, Suddenly, Nervously, Curiously, Joyfully, Frantically, As fast as she could,
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**Relative clause**  
 A type of subordinate clause used to adapt, modify or describe a noun. Creates a clearer picture and often starts with a relative pronoun: who, which, where, when, whose, that

Examples:  
**That's the girl who lives near us.** Each sentence has a main clause followed by subordinate. Relative pronoun starts the subordinate.  
**I live in Bury St Edmunds, which has a lovely cathedral.**  
 They can also be regularly used as an embedded clause:  
**Walter Tull, who was a celebrated war hero, died in 1918 at the battle of Somme.**  
 Embedded clause is 'framed' within commas.

**Punctuation bracket vs dashes**  
 Parenthesis adds extra information to a sentence often an explanation that is separate to the sentence. Each one is used for a slightly different emphasis.  
 Example:  
 Dashes highlight what is written between them.  
**Erin - brave and fearless- stood her ground in front of the monster.**  
 Brackets are often used to downplay (make information seem less important) the information.  
**We have evidence (obtained from a number of sources) that dinosaurs roamed the earth thousands of years ago.**  
 If the information within brackets or parenthesis was removed the sentence would still make sense.

**Modal auxiliary verbs**  
 Modal verbs provide clarity of instruction allowing us to understand the level of possibility..

a possibility      a strong possibility      an obligation

**might**      **may**      **must**

It might rain tomorrow.      It may rain tomorrow.      You must wear black pants.


**Building cohesion within and across a paragraph**  
 Transitional phrases and fronted adverbials allows us to show relationships between ideas, logically correct sentences and paragraphs. It signals how the reader should process the information and makes writing more readable and engaging. Fronted adverbials can create cohesion when changing paragraph.

Transitional phrases		
1A. Time and sequence	1B. Time and sequence	2. Conclusion
After	Meanwhile	Consequently
Next	During	Therefore
Finally	Ultimately	In the end
3. Illustration	4. Change of direction	5. Emphasis
As an illustration	Although	Notably
Such as	But	Moreover
Including	Instead	Most important


**Colons and semi-colons within lists.**  
 If you want to list items in a list when the items are longer than one word.  
**CV Raman was an Indian scientist whose achievements included: becoming the first non-white winner of the Noble prize for physics; understanding the way acoustics work in instruments and the way light scatters (known as the Raman Effect).**

**Using punctuation to separate clauses**  
 Semi Colons (:), colons (:) and dashes can be used to separate the boundary between two clauses.  
 Description: detail sentences.  
**Bats are excellent hunters: they track small insects using echo-location.**  
 The first section describes the subject and the second adds extra detail.  
 A semi colon can be used in place of a conjunction where we want the writing to flow where the clauses are closely related.  
**We lost the ball too many times and we lost the game**  
 Becomes:  
**We lost the ball too many times; we lost the game.**  
 A dash is often best used to summarise:  
**The use of nuclear weapons during World War 2 is much debated and discussed—in short it was a divisive event.**

**Using hyphens**  
 Hyphens are used to avoid confusion being caused by certain words or phrases:



Man eating shark



Man-eating shark

