SPAG KNOWLEDGE ORGANISER

WORD CLASSES AND TYPES OF WORDS

Verbs- 'doing' words (walking, said, went, turned)

Nouns- person, place, thing, idea castle, London (proper noun), Miss Robey (proper noun) pencil, fear (abstract noun)

Adjectives- words that describe nouns

Adverbs- words that describe verbs (quickly, slowly, well, perhaps/surely (adverbs of possibility)

Adverbials- words/groups of words to describe when, where, how, how often/much something happens/happened (last week, with a smile)

Personal pronouns- words to replace nouns in a sentence (he, she, him, her, they, them, it)

Possessive pronouns- words to replace nouns which show ownership (mine, yours, his, ours, theirs, hers)

Relative pronouns- used at the start of a relative clause (who, whose, which, whom, that, where)

Prepositions- when, where or why words- have to describe the relationship between two things, i.e. we were swimming ahead V we were swimming ahead of the team.

Co-ordinating conjunctions- joining words that link parts of a sentence- FANBOYS (for, and, nor, but, or, yet, so)
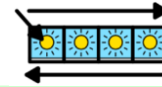
Subordinating conjunctions- used to add additional information- ISAWAWABUB (if, since, when, although, while, as, before, until, because) + during

Determiners- words which come before a noun to tell you whether it is specific or general, i.e. a/an, this, that, some, many, any, three 'an' not 'a' if next word starts with a vowel
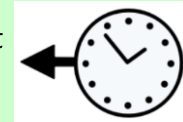
TENSES

Simple present- repeated action- I play football.

Present progressive- action happening now- I am playing football

Simple past- action which is complete- I played football.

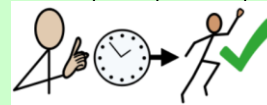**Present perfect**- action that has happened- I have played football.

Past perfect- action that had happened before another action- I had played tennis.

Past progressive- I was playing football

Modal verbs- a verb that expresses something must or could happen- shall, must, will, should, would, can, could, may, might

SENTENCES, PHRASES, CLAUSES

Basic, simple sentence ingredients = subject, action (verb)

Object = whatever/whoever is having the action done to it

Independent/main clause = can fly solo as a full sentence

Statement- I love dogs.

Command- Get your coat.

Exclamation- What a cute dog that is!

Question- Do you like dogs?

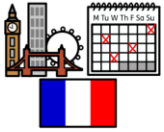**Compound sentence**- two sentences linked by a co-ordinating conjunction

Complex sentence- independent/main clause extended with another clause that leans on it- usually subordinate/relative clause: Because he was muddy, Arthur had to have a bath OR Arthur, who was coated in mud, had to have a bath.

Noun phrase = adjective + noun (raging bull)

Expanded noun phrase = determiner + adjective + noun (a raging bull)
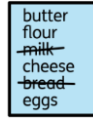
WHEN DO I NEED CAPITALS? Abcd

Beginning of sentences, names of people, days of the week and 'I'.

WHEN DO I NEED COMMAS?

In lists:
I like biscuits, sweets, chocolate and cake.

To clarify meaning:
I am scared of dancing spiders and the dark.

I am scared of dancing, spiders and the dark.
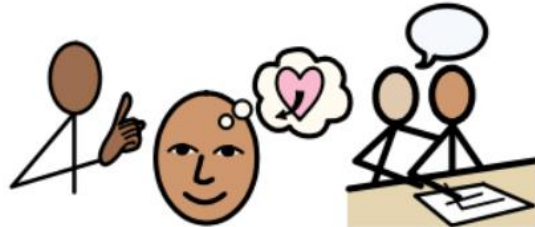
After fronted adverbials/subordinate clauses:
Carefully, the pirate searched for the treasure.
If you follow the map, you will find the hidden treasure.

VOICES

Subjunctive- used to express wishes, hopes, commands, demands or suggestions- i.e. If I were you, I wish I were able to fly, I suggest that you take a coat

Active V Passive voice- I kicked the ball V the ball was kicked. I damaged the fence V the fence was damaged by the wind.
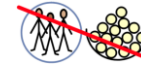
WHEN DO I USE APOSTROPHES?

Not if there's just more than one of something.
Contractions – i.e. were + not = weren't
Possession- the dog's bone (or dogs' bone if more than one).

Exceptions: children's, women's

SPEECH

Inverted commas "___" sandwich what is said.

3 ways:
"Say what is said, then who said it," Miss Robey explained.
, ? or ! can be used before "

Miss Robey explained, "Say who said it, then what is said."

your sentence, . ! or ? can be

" Miss Robey explained, "in the said." , ? or ! can be used before

As it's the end of your sentence, . ! or ? can be used before "

PARENTHESES

When we drop extra information into a sentence, we can use brackets ( ), dashes - - or commas , , to sandwich the extra information.

SEMI-COLONS ; DASHES-

; or - can be used instead of full stop to join two related sentences. What's either side of the ; or -MUST be able to fly solo as a complete sentence.
I walked down the street; the sun was shining. ✓
I walked down the street; to the shops. ✗

COLONS (:)

Phrases that come after a : explain/expand on what came before it.
We had only two options: attack or be attacked.
I knew who would win the game: Arsenal.

: AND ; IN LISTS

Introduced by : and items (even the last one) separated by ;
Before she set out, Zoe packed: her trusty compass; as many bottles of water as she could find; and a photograph of her parents.

Bullet points:
- can also be used for lists
- are introduced with a colon
- do not need capital letters and full stops unless a list of full sentences
- should all start with capital letters or not!

HYPHENS -

Used to stick words together: sugar-coated, rust-coloured

synonyms = word with same meaning
antonym = word with opposite meaning

PREFIXES:
Added on to the beginning of a word
un = not (undone, unlikely)
super = better/bigger (supermark...)
anti = against (antifreeze)
auto = self/same (autograph)
dis = opposite of (dislike)
de = remove (debug, deactivate)
mis = opposite (misbehave)
over = too much (overeat)
re = again (redo)
in, im or il = not (impossible, illegible)

Formal tone/Standard English: What would the Queen say?
We was going to the shops. ✗
We were going to the shops. ✓
I ain't done nothing. ✗
I did not do anything. ✓

SUFFIXES:
Can be used to create new word classes
Adjectives to nouns (-ness, -er):
begin → beginner
sad → sadness

Creating adjectives (ful, less)
care → careless
hope → hopeful
real → realise

Creating verbs (ise, ate, ify):
real → realise
creation → create
class → classify

PLURAL NOUNS
Add –s (dog → dogs)
If it ends with x, s, sh, ch, z → add –es (wish → wishes)
Some nouns are irregular – we wouldn't say childs, we would say children.