Y5/Y6

Word Class

A recap on earlier years' word class learning for Year 5 and 6 classes

Grammarsaurus



What does word class mean?

Word class is a category of words, which are grouped together due to similar form or function.

We are going to look at the **eight** main word classes.
As a warm up, can you match the word class with its definition?
(Task one)

Time yourself and record how long it takes you to complete.

Word class 1: Nouns

A noun is a naming word. It can name a place, person, thing or feeling.

Common nouns are the easy nouns to remember.
For example, simple naming words like table, boat, man.

They are used to name **everyday things and kinds of people**.



Quickfire

With a partner, go back and forth as fast as you can sharing nouns you know. You have **two minutes**.



There are other types of nouns.

Proper nouns

Proper nouns are used to name particular people and places.
A proper noun always begins with a capital letter.

Examples

Names - Jim, Betty, Mr Smith
Days of the week - Monday
Months of the year - April
Significant events - Easter or Christmas

Collective nouns

Collective nouns describe a group or collection of people or things.

Examples

army, bunch, team, swarm, flock

Abstract nouns

Abstract nouns describe things that cannot actually be seen, heard, smelt, felt or tasted.

Examples

sleep, honesty, boredom, freedom, power, love, anger

Proper Noun Game (Task two)

Set a timer for **3 minutes** and see if you can think of an answer for every category.

If you finish before 3 minutes, then think of some answers for an alternative letter of your choice.

Think of an example for each of these, **beginning with letter 'L'** :

1. A chocolate bar	
2. A famous person	
3. A town or city	
4. The first name of a child in this school	
5. A famous singer or group	
6. A country	

Noun Sorter (Task three)

In your booklet, sort the different types of nouns into the correct noun categories.



Challenge: Can you create your own table with different nouns?

Word class 2: Verbs

Verbs are **'action'** or **'doing'** words. They describe what is taking place. In the example below, the **subject (noun)** in the sentence is doing the **action (verb)** and the **object (noun)** is having the verb done to them.

Examples

Mr Pansini threw the ball towards me.

Threw is the verb. It is the past tense of throw.



A sentence needs a verb in order for it to make sense. Without a verb, it is a phrase.



Verb spy!



Pick out and circle the verbs in the following sentences.

1. It would be absolutely wonderful if you finished your work before play time.

2. Harriet danced her way right onto the playground because she had finished her story.

3. Mr Ali quickly whizzed to the staffroom at break time and made himself a much-needed coffee.

Verb spy!



ANSWERS

Pick out and circle the verbs in the following sentences.

1. It would* be absolutely wonderful if you finished your work before play time.

2. Harriet danced her way right onto the playground because she had* finished her story.

3. Mr Ali quickly whizzed to the staffroom at break time and made himself a much-needed coffee.

*would – auxiliary/modal verb *had finished – past perfect



What could the missing verbs be?

_____ towards me, my dog _____ as he _____ me.

"I asked you not to _____ in the hallway," _____ Ms Flanagan.

Challenge – Add any adverbs as well to make the sentences more interesting.



What could the missing verbs be?

ANSWERS

Examples only! Ask a friend to check if your sentence makes sense.

Hobbling towards me, my dog yelped as he reached me.
Racing towards me, my dog barked as he jumped up on me.

"I asked you not to flounder and flop in the hallway!," barked Ms Flanagan.
"I asked you not to run in the hallway!," hissed Ms Flanagan.

Verb Upgrader! (Task four)

For this task, you need to look at the boring verbs written inside the stars and find more exciting synonyms for that verb. Write as many as you can around the stars.



Support – you can use a thesaurus if you need help.

Challenge – write alternative verbs in different tenses too e.g. past and future tenses too.

Noun or verb?

Some words can be classified in more than one word class depending on **how** they are used in a sentence. A word that has the same spelling and (mostly) the same sound, but more than one meaning, is called a **homonym**.

Example

I shed a tear on my last day of primary school.

He asked me to tear out the last page of the book, but I couldn't!



Which is the verb and which is the noun?

ANSWERS

I shed a tear on my last day of primary school.



Noun – a tear is a physical thing.

He asked me to tear out the last page of the book, but I couldn't!



Verb – it is an action to tear something.



Now, try the questions on task five in your booklet.

Word class three: Adjectives

- Adjectives are describing words. They describe and add detail about the noun/s in a sentence.

- Adjectives are usually **before** the noun
  *e.g. **stunning** sunset*

  but they can also come **after** the noun.
  *e.g. The sunset was **stunning**.*





You can use adjectives in pairs or lists for impact too.
You need to separate lists of adjectives with commas.
e.g. The dynamic, enchanting girl finally graced us with her presence.

Find the adjectives

Find the adjectives in the following sentences and list them on your whiteboard/in your book.

Due to the fact the threatening skies have finally opened, you will definitely need to take a decent umbrella with you now.

I wouldn't say the library is bustling, but it certainly gets used by some quirky, local people.

Find the adjectives

ANSWERS

Find the adjectives in the following sentences and list them on your whiteboard/in your book.

Due to the fact the threatening skies have finally opened, you will definitely need to take a decent umbrella with you now.

I wouldn't say the library is bustling, but it certainly gets used by some quirky, local people.

Describe me!

In pairs, use **ambitious adjectives** to orally describe the following pictures.
Partner A does one picture and Partner B does the other.
Please speak in **full sentences** and don't just list adjectives!





Incredible adjectives (Task six)

Look at the beach scene.

Describe it using sophisticated and powerful adjectives.

Challenge

Make sure you use the following sentence types:

- Complex sentence (subordinating and main clause)
- Compound sentence (2 main clauses)
- Short sentence
- Exclamation sentence
- Question sentence



Recap of first three word classes (Task seven)

With a partner, sort the group of words into their correct word class.

bus	raced	ate	dragon
loud	crawled	red	Greta Thunberg
soft	angry	Liverpool	disgusting
Tim Peaks	screamed	gun	has
cute	cried	is	isolating

Nouns	Verbs	Adjectives

Word class four: Adverbs

True or False

You know a word is an adverb because it ends in -ly.

False

- Many adverbs do end with the suffix -ly, since adding 'ly' is a way to turn an **adjective into an adverb**. For instance, the adjective "bold" transforms into the adverb "boldly" by adding -ly to the end.

- While not a hard and fast rule, spotting the -ly ending in a word is often a good indicator that it is an adverb. However, there are **many** exceptions to the rule.

- **Many** adverbs end in -ly, **but not all of them do**. Common adverbs that don't end in -ly include words like **fast, slow and very**. These words can also be used as **adjectives**, so it is important to analyse their function within a sentence.

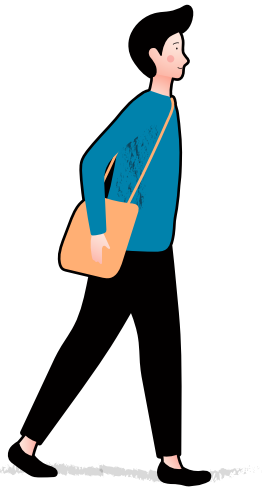
Adverbs

An adverb tells you more about the verb by describing it or modifying it – it 'adds' to the verb.
It nearly always answers the questions: **How?** **When?** **Where?** **How often?** **How much?**

Many of the adverbs which tell us **how** end in -ly and come from adjectives.

The boy moved...

*e.g. soft – **softly**; slow – **slowly**.*



Other adverbs give us more information about **when** the verb happens/happened.

I went over to his house...

yesterday / last week



I want to go over to his house...

soon

Some adverbs are used to tell us **where** the verb happens/happened.

There is snow...

e.g. ***below / downstairs / everywhere***



Some adverbs tell us **how often** the verb happens/happened

I brush my hair...

e.g. ***frequently, sometimes, never, often***



Some adverbs tell us **how much** the verb happens/happened

It was _____ packed in the dance hall.

very, totally, rather, almost, completely





Adverbs can be before or after the verb.

Adverbs (Task eight)

Fill in the blanks in the sentences in the revision booklet.

Then, identify and circle the adverbs in the sentences. Look carefully...



Challenge: Create your own adverb word bank under the following headings.

When? | Where? | How? | How often? | How much?

Word class five: Pronouns

A **pronoun** replaces a noun, so that you do not have to keep on repeating the same noun.

It makes a text easier to read if you use pronouns.

A **possessive pronoun** shows belonging *e.g. his, hers.*



Proper Noun

Mrs Dirie

Pronouns

she her hers



Proper Noun

Mr Bennett

Pronouns

he him his

Pronoun table

FIRST PERSON		SECOND PERSON		THIRD PERSON	
singular	plural	singular	plural	singular	plural
I	we	you		he she it	they
me	us			him her it	them
my	our	your		his her its	their
mine	ours	yours		his hers its	theirs

Where are the pronouns in these sentences?

We went over to their house to find out if they wanted to play out.

Her jumper was left on the fence.

If you ask him nicely, he might let you play on it.

I know you want to eat the cake, but it is theirs.



Think about what nouns would fit where the pronouns are.

Where are the pronouns in these sentences?

ANSWERS

We went over to their house to find out if they wanted to play out.

Her jumper was left on the fence.

If you ask him nicely, he might let you play on it.

I know you want to eat the cake, but it is theirs.

Task nine



Complete the pronoun tasks in your booklet.

Word class six: Prepositions

A **preposition** is used before a **noun** or a pronoun to explain **its position** to another noun.

e.g.

If you walk over here, you will see your dinner is on the table.



What other prepositions would work here? (It may sound silly!)



You could have:

If you walk over here, you will see your dinner is next to the table.

If you walk over here, you will see your dinner is behind the table.

If you walk over here, you will see your dinner is under the table!

If you walk over here, you will see your dinner is above the table.



Did you have any other plausible sentences?



Prepositions tell us more about the time, place or direction of a noun.

Location	Time	Movement
above	after	against
behind	before	along
below	by	down
beside	during	from
between	from	into
by	on	off
in	past	on
inside	since	onto
near	through	out of
on	to	toward
over	until	up
through	upon	upon



What prepositions are missing?

I am getting _____ the bath _____ Coronation Street comes _____ the TV.

You always shout _____ me when I forget to come _____ with my dirty laundry.

I will meet you _____ the oak tree _____ the park.



What prepositions are missing?

ANSWERS

I am getting into the bath before/after Coronation Street comes on the TV.

You always shout at me when I forget to come down/over with my dirty laundry.

I will meet you underneath/by/under/below the oak tree in/by/next to the park.

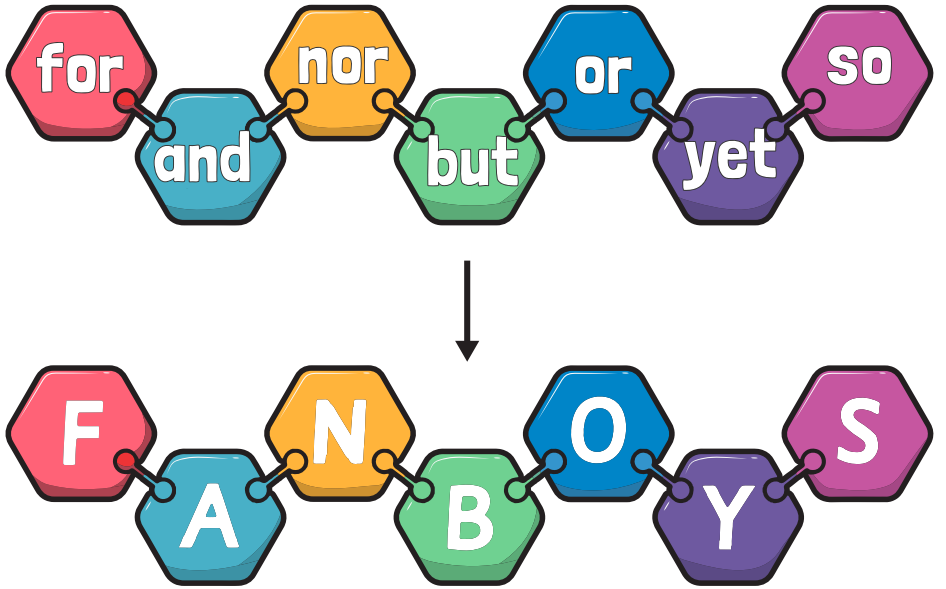
Once you have finished, please complete **task ten** in your booklet.

Word class seven: Conjunctions

Clauses join parts of sentences together. There are two types of conjunctions.

Co-ordinating conjunctions

- join together clauses. They help us to create compound sentences by joining two main clauses together. (Main clauses make sense as sentences in their own right.)



You could put a full stop in between the main clauses and they would form two separate sentences, but by using a comma and a conjunction you make one longer (compound) sentence. It helps your writing to flow better, and shows writing maturity too!

Example

She went to the shops and she bought a box of chocolates.

Subordinating conjunctions

Subordinating conjunctions link a main (independent) clause with a subordinate (dependent) clause (a clause which does not make sense on its own).

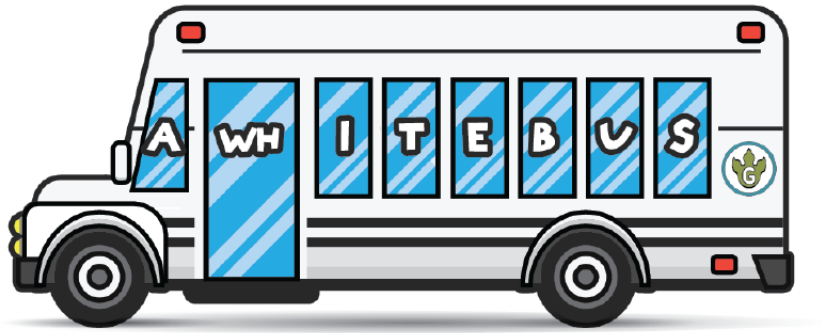
If a sentence starts with a subordinate clause, it needs a comma after the subordinate clause and before the main clause. If the subordinate clause is in the middle of the sentence, it does not need a comma to separate the clauses.

Examples

When we got home, we were hungry.

We were hungry because we hadn't eaten all day.

In case I forget to tell you later on, there will be no football on this Tuesday.



A	WH	I	T	E
although after as	when whenever whatever whether whereas which	if in order that in case	though till that	even though even if

	B	V	S	
	because before	until unless	since	



What conjunctions are missing in the sentences?

Yesterday was such a long, tiring day _____ I had PE, _____ after school I had multi sports and a trampoline party.

During my sister's birthday party, I needed to escape _____ they kept on playing Little Mix songs.

_____ you support them or not, you have to admit that Liverpool have an amazing manager in Jurgen Klopp.



What conjunctions are missing in the sentences?

ANSWERS

Yesterday was such a long, tiring day because/as I had PE, and after school I had multi sports and a trampoline party.

During my sister's birthday party, I needed to escape as/due to the fact/because they kept on playing Little Mix songs.

Whether you support them or not, you have to admit that Liverpool have an amazing manager in Jurgen Klopp.

Task eleven

In your booklet, try to remember what conjunctions make up the acronyms FANBOYS and AWHITEBUS. Sneak a look at the previous slide if you need to!

Complete the following two tasks:

- Add in the missing conjunctions.
- Complete the tick boxes.

Word class eight: Determiners

Determiners are words which specify **which noun we mean** and they tell us more information about that noun. Determiners can also be used as pronouns.

They come **before** the noun (but may be before any adjectives that describe the noun!)

Examples

- their coats
- that small book
- one bad egg
- his own name
- some beautiful, scented flowers

Determiners

Articles

a

an

the



Possessives

my, your, his,

her, its, our,

their, whose



Demonstratives

this, that,

these,

those



Numerals

one, two

three, four



Ordinals

first, second,

third, fourth



Quantifiers

a few, another,

several, much, many,

a lot of, any, some, very





Spot the determiners

We are going to their house.

I need you to go and order seventeen cupcakes for the party.

Jacob got the first place medal.

There is a lot of unnecessary talk going on in this classroom!



Spot the determiners

ANSWERS

We are going to their house.
(determiner to show possession)

I need you to go and order seventeen cupcakes for the party.
(determiner to show how many / number)

Jacob got the first place medal.
(determiner showing ordinal number)

There is a lot of unnecessary talk going on in this classroom!
(determiner showing quantity of talk and demonstrating which classroom)

Once you have finished, please complete **task twelve** in your booklet.



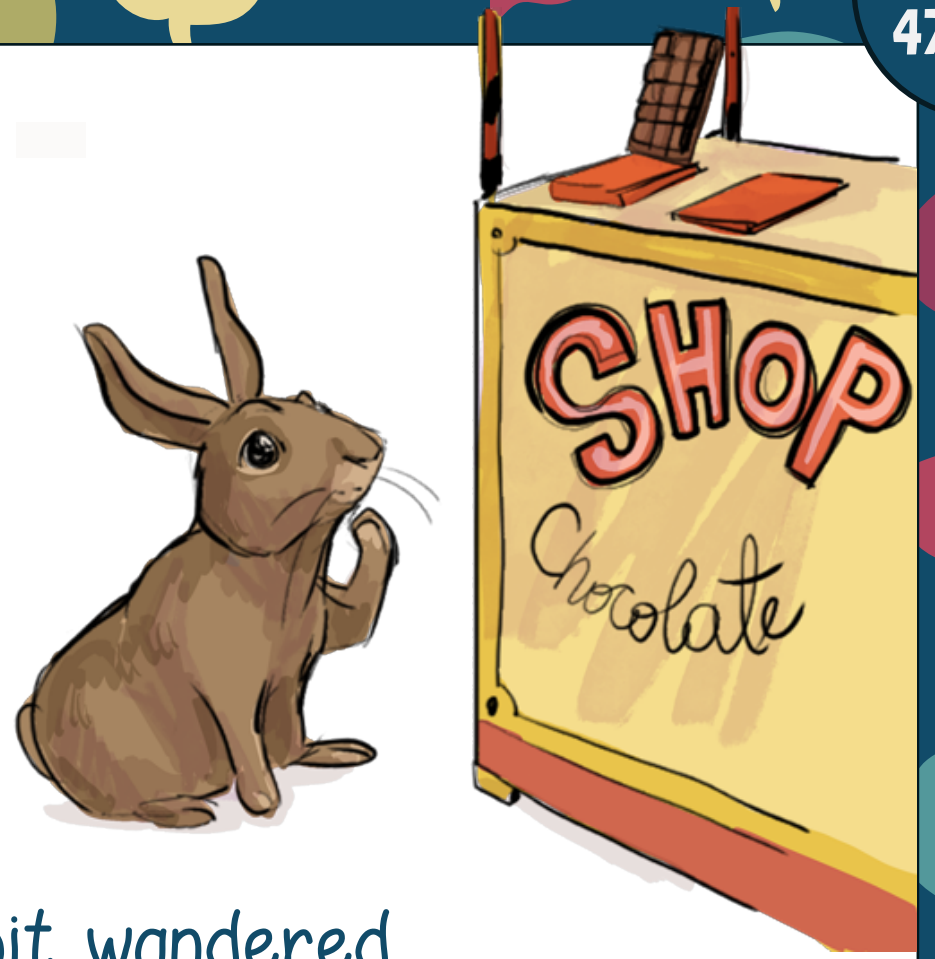
We have reminded ourselves about the eight main word classes.

Now, let's see if you can identify them when used in a sentence.

Classify the sentences

We have learned about different word classes and now you should be able to classify each word in a sentence.

Let's do one this one in pairs on a whiteboard:



One sunny afternoon a little, curious rabbit wandered mysteriously into my shop and bought a chocolate bar!



Let's find the nouns

One sunny afternoon a little, curious rabbit wandered mysteriously into my shop and bought a chocolate bar!





Find the adjectives

One sunny afternoon a little, curious rabbit wandered mysteriously into my shop and bought a chocolate bar!





Find the verbs

One sunny afternoon a little, curious rabbit wandered mysteriously into my shop and bought a chocolate bar!





Find the determiners

One sunny afternoon a little, curious rabbit wandered mysteriously into my shop and bought a chocolate bar!





Find the pronouns

One sunny afternoon a little, curious rabbit wandered mysteriously into my shop and bought a chocolate bar!





Find the prepositions

One sunny afternoon a little, curious rabbit wandered mysteriously into my shop and bought a chocolate bar!





Find the conjunctions

One sunny afternoon a little, curious rabbit wandered mysteriously into my shop and bought a chocolate bar!





Find the adverbs

One sunny afternoon a little, curious rabbit wandered mysteriously into my shop and bought a chocolate bar!



One sunny afternoon a little, curious rabbit wandered mysteriously into my shop and bought a chocolate bar!

Nouns = red

Adjectives = blue

Verbs = orange

Determiners = green

Pronouns = yellow

Preposition = purple

Conjunction = light blue

Adverbs = brown





Now, try the sentences in your booklet.
(Task thirteen)

Congratulations!

You have now recapped on word class.

In your booklet, repeat the same matching exercise that we started this unit with.

How much faster and more accurate are you this time?



