

# Modal Verbs

(indicating possibility)

could, should, would,  
can, may, might,  
must, shall, ought



# Active Voice

Will *kicked* the ball.

Eva *licked* the lolly.

# Passive Voice

The ball *was kicked* by Will.

The lolly *was licked* by Eva.

# Past Progressive

Will *was kicking* the ball.

Eva *was licking* the lolly.



# Present Progressive

*Will is kicking* the ball.

*Eva is licking* the lolly.

# Subjunctive

*If Will were a better  
footballer, he could kick  
the ball straight.*

# Adverbs

(indicating possibility)

never, always, often,  
rarely, maybe,  
perhaps, probably

# Present Perfect

Will has *kicked* the  
football.

# Relative Clause

*Will, who enjoyed football,*  
played every week.

# Expanded Noun Phrase

The dark-haired girl with  
the taste for frozen lollies



# Commas

to clarify meaning

Eva likes fruit pasta and a drink  
for lunch.

**‘Fruit pasta?!’**

Eva likes fruit, pasta and a drink  
for lunch.



# Colons

Will likes two things:  
football and reading.



# Colons

to introduce a list

The children will need:  
lollies, footballs and books.

# Hyphens

to avoid ambiguity

- a man eating snake
- a man-eating snake

# Brackets, Dashes and Commas for parenthesis

- Eva (the lolly fan) is ten.
- Will – the football fan - plays in goal.
- Eva and Will, my friends, are kind.

# Dashes

Eva and Will are friends –  
they have known each  
other for years.

# Punctuating Bullet Points

Eva is hoping to:

- make lollies
  - play football with Will
- 

The plan for this lesson is:

- We will learn more about SPaG.
- The class will have fun.

# Semi-Colons

Eva loves lollies; strawberry-flavoured ones are her favourite.

# Past Perfect

Will **had** finished his homework.

Eva **had** eaten an ice-cream.

# Relative Pronouns

used at the beginning of a relative clause

who, whom, which, whose, that, where, when

Cheetahs, **which** are the fastest land mammals, have a decreasing population.