

Words & Phrases Progression

Year 6

Nouns & Pronouns	Adjectives & Determiners	Adverbs & Prepositions	Verbs
<p>indefinite pronouns <i>any everyone none several something</i></p> <p>omitted relative pronouns in relative clauses <i>The alien, who was the scariest Ziphod from the planet Zog, chased James.</i> <i>James, who was a nervous boy at the best of times, hid.</i></p> <p>Use of pronoun <i>that</i> to introduce reported speech <i>The alien assured Jim <u>that</u> it would not eat him.</i></p>	<p>adjective order</p> <p>compound adjectives <i>dimly-lit rainbow-hued crystal clear razor-sharp</i></p>	<p>adverbial order</p> <p>adverbs of degree (how much) to describe adjectives, adverbs and verbs: <i><u>deeply</u> unhappy <u>rather</u> unhelpfully <u>almost</u> finished <u>completely</u> disagree</i></p>	<p>passive voice <i>The alien chased James > James <u>was chased</u> by the alien.</i></p> <p>hide the agent using the passive voice <i>James was chased by the alien. > James was chased.</i></p> <p>formal use of the subjunctive <i>If the climate <u>were</u> to change, all life would be affected</i></p> <p>informal use of phrasal verbs <i>set off get up fly off</i></p>
<p>essential and non-essential relative clauses essential: <i>People who don't run from aliens are eaten.</i> non-essential: <i>James, who didn't run, was eaten.</i></p>			

Indefinite pronouns

Recap & build upon:

- Year 3 **W&P**: Understand pronoun as *a word that replaces a noun or noun phrase*
- Year 3 **W&P**: subjective and objective pronouns
- Year 4 **W&P**: possessive pronouns
- Year 4 **W&P**: appropriate choice of nouns and pronouns within and across sentences to aid cohesion and avoid repetition
- Year 5: **W&P**: relative pronouns

Key Idea: an indefinite pronoun refers to an unknown person, thing or place.

Key Vocabulary: pronoun

Build on: noun, noun phrase

An indefinite pronoun refers to a non-specific person, thing or place. Indefinite pronouns include:

another, any, anybody, anyone, anything, both, each, either, enough, everybody, everyone, everything, few, fewer, less, many, more, most, much, nobody, none, nothing, one, other(s), plenty, several, some, somebody, someone, something

Jim **downed his pint of Bishop's Fury cider.** *He* **wanted *another* but knew he'd had *enough*.**

The indefinite pronouns *another* and *enough* are non-specific references to the noun phrase *pint of Bishop's Fury cider*.

Mary **baked a chocolate and cabbage cake but *nobody* would try *any*.**

The indefinite pronoun *nobody* refers to non-specific people; *any* is a non-specific reference to the noun phrase *chocolate and cabbage cake*.

Deepening Understanding

Many indefinite pronouns can also function as determiners and easily confused. The key to spotting whether a word is a pronoun or a determiner is to understand that a determiner comes before a noun whereas a pronoun replaces it.

determiner limits the noun and is placed before it	indefinite pronoun replaces the noun to which it refers
<i>Both</i> cakes remained uneaten.	<i>Both</i> remained uneaten.
<i>The guests</i> wouldn't eat <i>any</i> cake.	<i>The guests</i> wouldn't eat <i>any</i> .
<i>Several</i> guests hid their slices around the house.	<i>Several</i> hid their slices around the house.



Omitted relative pronouns

Recap & build upon:

- Year 5 **SS**: relative clauses
- Year 5 **P**: commas to mark clauses
- Year 5 **O**: relative pronouns

Key Idea: the relative pronoun *that* may be omitted from a relative clause if the next word is a noun.

Key Vocabulary: relative clause, relative pronoun

Build on: embedded clause, noun, noun phrase, pronoun, subordinate clause, subordination

A relative clause usually begins with a relative pronoun and immediately follows the noun or noun phrase that it describes.

Each day, grorks, which have ferocious appetites, eat up to a thousand smurps.

Each day, grorks eat up to a thousand smurps, which live in underground colonies.

In less formal writing, the relative pronoun may sometimes be omitted from the relative clause and, as such, be implied rather than directly stated. In formal writing is good practice to not omit relative pronoun.

The relative pronoun *that* may be omitted from a relative clause if it is followed by a noun, noun phrase or pronoun.

The movie that Jim made on his camcorder in the garden shed was never released to the public.

Mary offered Jim the cake that the dog had licked.

Jim's Cheese Emporium accepted the application that Mary wrote for the post of deputy cheese rubber.

become

The movie Jim made on his camcorder in the garden shed was never released to the public.

Mary offered Jim the cake the dog had licked.

Jim's Cheese Emporium accepted the application Mary wrote for the post of deputy cheese rubber.

The relative pronoun is implied rather than directly stated.

Deepening Understanding

If a relative pronoun is followed by the verb *to be* (e.g. *is, are, was, were*), then both the relative pronoun and the verb *to be* may be omitted.

Grorks, which are the most ferocious predators in the Northern hemisphere, eat up to a thousand smurps a day.

Cedric, who was afraid and alone, cowered in the corner of the attic.

become

Grorks, the most ferocious predators in the Northern hemisphere, eat up to a thousand smurps a day.

Cedric, afraid and alone, cowered in the corner of the attic.

Use of the pronoun *that* to introduce reported speech

Recap & build upon:

- Year 3: **W&P**: reporting verbs
- Year 5 **W&P**: relative pronouns
- Year 6 **W&P**: omitted relative pronouns

Key Idea:

The pronoun *that* introduces reported speech.

Key Vocabulary: pronoun, reported speech

Build on: direct speech, verb

Reported, or indirect, speech is used to state what somebody says or thinks without stating it directly. There are several ways of representing reported speech, but the most common is the use of the pronoun *that* to introduce it. The reported speech clause functions as the object of the reporting verb (it answers the question, 'What was said?')

"I only eat cheese on a Wednesday," Jim announced.

"Grimsby is the most beautiful place on Earth," Mary secretly thought.

become

Jim announced that he only ate cheese on a Wednesday.

Subject: Jim

Verb: announced

What did Jim announce?

Object: that he only ate cheese on a Wednesday

Mary declared that Grimsby was the most beautiful place on Earth.

Subject: Mary

Verb: thought

What did Mary declare?

Object: that Grimsby was the most beautiful place on Earth

Adverb: secretly

The reported speech may be preceded by the person, place or thing that is being spoken to.

Jim announced to the commuters on platform twelve that he only ate cheese on a Wednesday.

Mary declared to the Lincolnshire Fishmonger's Association that Grimsby was the most beautiful place on Earth.

The relative pronoun may be omitted.

Mary said that she would bake a special cake for Jim's birthday.

Jim promptly declared he was on a cake-free diet.

Year Six

Adjective order

Recap & build upon:

- Year 1 **W&P**: understand adjective as *a word that describes a noun*
- Year 1 **W&P**: adjectives of size and colour
- Year 2 **W&P**: adjectives of shape and character
- Year 2 **P**: commas in adjective lists
- Year 2 **W&P**: two adjectives before a noun
- Year 3 **W&P**: adjectives of the sound and touch
- Year 4 **W&P**: adjectives of taste and smell
- Year 5 **W&P**: adjectives of age, origin and material

Key Idea: adjectives are often placed in a specific according to a set pattern.

Key Vocabulary: adjective

Build on: determiner, noun, noun phrase

Adjectives are often placed in front of nouns in a particular order as illustrated in the table below.

Determiner	Adjectives							Noun
	Opinion	Size	Age	Shape	Colour	Origin	Material	
several	valuable		antique				porcelain	vases
a	beautiful	long			purple		silk	dress
	delicious					Thai	prawn	curry

Using the examples in the table, we could construct the following sentences:

*At the museum, we saw several **valuable, antique, porcelain** vases.*

*Mary wore a **beautiful, long, purple, silk** dress to the 'Cheese of the Year' award ceremony.*

*Our **delicious Thai** prawn curry was very spicy.*

These constructions are expanded noun phrases (see *Year 1 W&P: expansion before the noun*)

Teaching Tip

For children who find adjective order difficult, a simpler approach is to divide adjectives into those that describe opinions and those that describe facts. Adjectives that describe opinion often come before adjectives that describe facts.

determiner	opinion	fact	noun
a	beautiful	silk	dress
the	practical	black	seat cover
our	delicious	Thai	food

Compound adjectives

Recap & build upon:

- Year 1 **W&P**: understand adjective as a *word that describes a noun*
- Year 1-5 **W&P**: adjective groups: size, colour, character, shape, touch, sound, taste, smell, age, origin and material
- Year 1, 2, 4 **W&P**: expansion before and after the noun
- Year 6 **P**: hyphens to avoid ambiguity

Key Idea: if one or both words in a compound adjective cannot be used alone before the noun, then use a hyphen between the words.

Key Vocabulary: adjective, hyphen

Build on: noun, noun phrase

A compound adjective is an adjective composed of two or more separate words. These words are typically separated by a hyphen, which can help to avoid ambiguity.

*Jim was surprised to see a **man eating** tiger in his local Chinese restaurant.*

Did Jim see a tiger that eats men or did he see a man who was eating a tiger?

*Jim was surprised to see a **man-eating** tiger in his local Chinese restaurant.*

Now it is clear that Jim saw a tiger that eats men.

There are many compound adjective forms, but these commonly include:

1. when using numbers

*Mary typically took a **six-month** vacation each summer.*

*Jim's **hundred-page** novella on the life cycle of the cheese mite wasn't the commercial success he'd hoped for.*

2. adjective, adverb or noun + participle (verb form)

noun + participle

*Jim's **record-breaking** cheeses won him six awards at the Little Billington Cheese Fair.*

noun + participle

*Mary's **booze-soaked** Christmas cake had Gran dancing on the table by late afternoon.*

adverb + participle

*Jim's **poorly-planned** abseiling holiday resulted in several broken bones and a lawsuit.*

adjective + participle

***Cold-blooded** squibbits make their nests in underwear drawers.*

3. noun + adjective / adjective + noun

noun + adjective

*Jim's **razor-sharp** wit was often lost on Mary.*

adjective + noun

*Our **last-minute** trip to the East Finchley Tupperware Museum wasn't the best day out.*

Children do not need to know the detail of these groups, but they do need to understand when to use a hyphen (and are therefore compound adjectives) and when not. A simple way of testing for a compound adjective is to separately place each of words before the noun. If both make sense, we do not have a compound adjective; if one or both do not make sense, we do have a compound adjective and should use a hyphen.

*Jim's **beautiful, aromatic** cheeses won him six awards at the Little Billington Cheese Fair.*

Both *beautiful cheeses* and *aromatic cheeses* make sense so we do not need to use a hyphen.

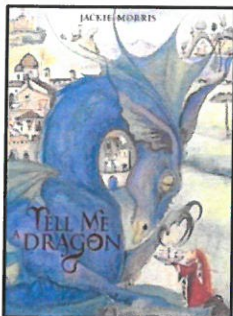
*Jim's **record-breaking** cheeses won him six awards at the Little Billington Cheese Fair.*

Neither *record cheeses* nor *breaking cheeses* make sense so we need to use a hyphen.

*Our **last-minute** trip to the East Finchley Tupperware Museum wasn't the best day out.*

Last trip makes sense but *minute trip* does not so we need to use a hyphen.

Teaching Tip



Tell Me A Dragon by Jackie Morris (Frances Lincoln Children's Books) uses compound adjectives creatively and provides a wonderful introduction.

*My dragon is **snaggle-toothed**, fierce and brave.*

Here, Jackie Morris creates a compound adjective by taking a part of the dragon's body, *tooth*, turning into a participle by adding the suffix *-ed*, *toothed*, and then placing another word before it to make *snuggle-toothed*. In a similar fashion, we might create: *crescent-clawed*, *jade-winged*, *iron-scaled*, *serpent-tailed*

*My dragons are tiny with **whisper-thin** wings of rainbow hues.*

Here, a compound adjective is created by using a noun + adjective structure. Similarly, we might create: *star-bright*, *mountain-strong*, *twilight-blue*, *feather-soft*

Essential and non-essential relative clauses

Recap & build upon:

- Year 5 **P**: commas to demarcate clauses
- Year 5 **P**: brackets and dashes for parenthesis
- Year 5 **SS**: relative clauses
- Year 5 **O** relative pronouns - *that, when, where, which, who, whose*

Key Idea: relative clauses that are important to the main idea are not separated with commas; relative clauses that are not important to the main idea are separated with commas.

Key Vocabulary: relative clause, relative pronoun

Build on: comma

1. Essential relative clauses

*Dragons **that breathe fire** are useful for toasting bread.*

In the sentence above, only **some** dragons, those *that breathe fire*, are useful for toasting bread. The implication is that there are dragons that do not breathe fire and are, therefore, not useful for toasting bread. The relative clause is essential to identify those dragons that are useful for toasting bread (those *that breathe fire*). Deleting the relative clause would change the meaning of the main clause. To show that the relative clause it is essential, we do not use commas to separate it from the main clause.

So, an essential relative clause describes one or some of the group in question, is essential to identify which of the group is being described and are not demarcated by commas.

2. Non-essential relative clauses

*Dragons, **which breathe fire**, are useful for toasting bread.*

In this sentence, **all** (not some) dragons are useful for toasting bread. The relative clause, *which breathe fire*, is not necessary (non-essential) to identify the dragons. It merely provides additional information about dragons. Deleting the relative clause would not change the meaning of the main clause. To show that the relative clause is non-essential, we use commas to separate it from the main clause.

So, a non-essential relative clause describes all of the group in question, is not essential to identify the group being described and are demarcated by commas.

3. Further examples

Essential: *The man **who makes cheeses in his shed** smells quite pungent.*

If *who makes cheeses in his shed* were removed, the reader would not know which man smells quite pungent. The relative clause is essential to identify the man. As it essential information, it is not demarcated with commas.

Non-essential: *Jim, **who makes cheeses in his shed**, smells quite pungent.*

If *who makes cheeses in his shed* were removed, the reader would still know who smells quite pungent. The relative clause is not essential to identify the man (we know it's Jim). The relative clause simply provides additional information about Jim. As it is non-essential information, it is demarcated with commas.

Essential: ***Yaks that feed on lotus blossom flowers** produce the most flavoursome milk.*

Because in this sentence only some yaks produce the most flavoursome milk, if *which feed on lotus blossom flowers* were removed, the reader would not know which yaks do so. The relative clause is essential to identify those yaks that produce the most flavoursome milk. As it is essential information, it is not demarcated with commas.

Non-essential: *Yaks, which feed on lotus blossom flowers, produce the most flavoursome milk.*

Because in this sentence all yaks produce the most flavoursome milk (perhaps when compared to the milk of other animals), if *which feed on lotus blossom flowers* were removed, the reader would still know which yaks do so. The relative clause is not essential to identify those yaks that produce the most flavoursome milk: they all do. As it is not essential information, it is demarcated with commas.

Deepening Understanding

Both commas and dashes may also be used to demarcate non-essential clauses.

Jim (who makes cheeses in his shed) smells quite pungent.

Jim - who makes cheeses in his shed - smells quite pungent.

Year Six

Adverbial order

Recap & build upon:

- Year 1 **W&P**: prepositions and adverbials of place (where)
- Year 1 **W&P**: prepositions and adverbials of time (when)
- Year 2 **W&P**: adverbs of manner (how)
- Year 3 **W&P**: prepositions and adverbials of direction (where)
- Year 4 **W&P**: prepositions and adverbials of duration (when)
- Year 4 **W&P**: stacking adverbials
- Year 5 **W&P**: adverbials of frequency (how often)
- Year 5 **SS**: non-finite clauses (*edinto*)

Key Idea: adverbs and adverbials are often placed in a specific according to a set pattern.

Key Vocabulary: adverb

Build on: edinto clause, verb

Although it is not strictly applied, adverbials are often placed after verbs in the following order: manner > place > time > purpose.

Subject	Verb	Adverbial			edinto
		Manner How?	Place Where?	Time When?	Purpose Why?
Jim	exercises	energetically	at the gym	before work	to keep fit
Mary	shopped	happily	at the mall	on Saturday	to buy a new dress
The dragon	flew	hurriedly	toward Camelot	before dawn	to kidnap the princess

Adverbials of manner are often formed from non-finite verb (*edinto*) clauses beginning with the infinitive (to + verb) form of the verb.

Adverbs of manner may also be placed before the verb.

After the verb: *Jim exercises energetically at the gym before work to keep fit.*
Before the verb: *Jim energetically exercises at the gym before work to keep fit.*

After the verb: *Mary shopped happily at the mall on Saturday to buy a new dress.*
Before the verb: *Mary happily shopped at the mall on Saturday to buy a new dress.*

After the verb: *The dragon flew hurriedly toward Camelot before dawn to kidnap the princess.*
Before the verb: *The dragon hurriedly flew toward Camelot before dawn to kidnap the princess.*

Deepening Understanding

Adverbs and adverbials of frequency (how often) can also be fit into this adverbial order. Adverbs of frequency are placed before the verb and adverbial phrases of frequency are placed before adverbs of time.

Jim sometimes exercises energetically at the gym before work to keep fit.
The adverb of frequency *sometimes* is placed before the verb *exercises*.

Jim exercises energetically at the gym every morning before work to keep fit.
The adverbial phrase of frequency *every morning* is placed before the adverbial phrase of time *before work*.

Year Six

Adverbs of degree (how much) to describe adjectives, adverbs and verbs

Recap & build upon:

- Year 2 **W&P**: adverbs of manner (how)
- Year 5 **W&P**: adverbs of probability (how likely)
- Year 5 **W&P**: adverbs of frequency (how often)

Key Idea: some adverbs describe the 'how much' of an adjective, adverb or verb is being described: *too noisy, very carefully, just finished.*

Key Vocabulary: adverb

Build on: adjective, verb

Adverbs of degree (sometimes referred to as adverbs of intensity) describe the degree of an adjective, adverb or verb. Simply put, they describe *how much*.

The thunderstorm entirely obliterated Jim's cheese sculpture.
How much was Jim's cheese sculpture obliterated? *Entirely.*

They are usually placed before the word they are modifying.

Common adverbs of degree include:

almost, barely, completely, deeply, entirely, extremely, fairly, fully, greatly, hardly, highly, incredibly, just, little, much, nearly, perfectly, quite, rather, really, scarcely, so, strongly, thoroughly, too, utterly, very, well

Jim was rather embarrassed when he split his pants at the annual Cheese Awards disco.
The adverb *rather* describes the degree to which Jim was embarrassed.

Extremely carefully, Jim inched his way from the dance floor.
The adverb *extremely* describes the degree to which Jim *carefully* inched his way from the dance floor.

Mary scarcely noticed Jim's strange antics these days.
The adverb *scarcely* describes the degree to which Mary *noticed* Jim's strange antics.

Deepening Understanding

When considering using adverbs of degree the writer should consider whether one well-chosen word would be a better choice than a weaker word modified by an adverb of degree. This is particularly true with the adverb *very*.

very tired > exhausted very quiet > silent very happy > ecstatic very small > tiny very funny > hilarious
very old > ancient very bright > radiant very clever > ingenious very loud > deafening

Passive voice

Recap & build upon:

- Year 1-6 **SS**: simple sentences

Key Idea: in the passive voice the action happens to the subject, whereas in an active sentence the subject performs the action.

Key Vocabulary: active, agent, object, **passive**, recipient, subject

Build on: verb

In the active voice, the subject of the sentence performs the action (it is said to be the 'agent' of the action), and the object is affected by the action (and said to be the 'recipient' of the action). In the sentence below,

Jim chased the yak around the garden.

The subject ('Jim') is agent of the action ('chasing') while the object (the yak) is the recipient. If the sentence is written in the passive voice, the object performs the action (and becomes the agent), and the subject is affected by the action (and becomes the recipient)

The yak was chased by Jim around the garden.

Jim remains the agent of the action but is now the object of the sentence introduced by the preposition 'by'; the yak remains the recipient of the action but is now the subject of the sentence. The passive form of the verb is signalled by the auxiliary verb *to be*: *chased* is active whereas *was chased* is passive.

Unless there is a valid reason for using the passive voice (see below), writing in the active voice is often more direct and precise. For example, the following passive sentences can be made stronger by converting them to the active voice.

Hiccoughs are caused by an involuntary contraction of the diaphragm.

The dinosaurs were wiped out by an asteroid impact sixty-five million years ago.

become

An involuntary contraction of the diaphragm causes hiccoughs.

An asteroid impact wiped out the dinosaurs sixty-five million years ago.

We might choose to use the passive voice to emphasise the recipient of the action. For example, in a non-fiction text about lions, we might write this active sentence.

Lions hunt for antelope on the African savannah.

But if we were to write the same information in a non-fiction text about antelope, we might want the focus of our writing (antelope) to be positioned at the start of the sentence to denote its importance, so choose the passive voice.

Antelope are hunted by lions on the African savannah.



Deepening Understanding

The preposition *by* before the object is often a signal that a sentence uses the passive voice; however, *by* may also introduce an adverbial phrase.

The circus lions waited by the unlocked cage door.

This sentence is in the active voice: the subject (the circus lions) performed the action (waiting). The adverbial phrase *by the unlocked cage door* describes where the circus lions waited

The Great Alfredo was eaten by his lions.

This sentence is in the passive voice: the subject (the Great Alfredo) is affected by the action (eating). The preposition *by* introduces the object (his lions) that performs the action (eating).

Hide the agent using the passive voice

Recap & build upon:

- Year 6 W&P: passive voice

Key Idea: in the passive voice who or what performed an action can be hidden.

Key Vocabulary: active, agent, ambiguity, object, passive, recipient, subject

Build on: verb

When using the passive voice, the object of the action can be left ambiguous by omitting the agent.

Little Red Riding Hood was followed through the forest by a wolf.

We know how followed Little Red Riding Hood (a wolf).

Little Red Riding Hood was followed through the forest.

We do not know who followed Little Red Riding Hood.

There are several reasons to omit the agent when using the passive voice. These are:

1. when the agent is unknown

The silver box was hidden at the back of the drawer.

By an unknown person.

2. when the agent is irrelevant

The solution was evaporated to form salt crystals.

By whoever conducted the experiment

3. when being mysterious

The parcel was left on the doorstep.

By whom?

4. when being purposefully vague

The priceless Japanese vase was dropped onto the stone floor.

By me. But I'd rather not admit it.

5. when talking about a general truth

Rules are made to be broken.

By anyone.

Teaching Tip

Horror or mystery stories are a fun way in to teaching hiding the agent using the passive voice.

Jim walked through the open door. Someone had broken into his house. Furniture had been tipped over. Cupboards and drawers had been emptied. The contents had been strewn across the floor.

In the above paragraph, the passive used to avoid stating the agent of the action: who or what had ransacked the Jim's home.

Jim cowered in the corner of the room and prayed. He could hear its ragged breathing through the locked door. A key was placed in the lock. The handle was turned. And the door was pushed slowly open. .

In this paragraph, the passive is used to avoid stating the agent of the action: who or what was opening the door.

Formal use of the subjunctive
Recap & build upon:

- Year 1 **W&P**: understand 'to be' and 'to have' as verbs
- Year 2 **W&P**: progressive tense to form actions in progress using auxiliary verb *to be*

Key Idea: subjunctive verbs expresses what is imagined or wished for; after *if was* becomes *were*

Key Vocabulary: subjunctive

Build on: verb

The subjunctive mood is used to express an imaginary state such as a wish, a desire, a request or a condition. It is formed using the simple form of the verb. The subjunctive mood tends to be used in formal styles of writing.

Verb	non-subjunctive form	non-subjunctive example	subjunctive form	subjunctive example
To be (present)	am is are	Mary is on time for the interview	be	It is important that Mary be on time for the interview.
To be (past)	was were	It was Christmas Day.	were	I wish it were Christmas day.
3 rd person singular present tense verbs	-s or -es suffix works eats catches	Mark works hard.	remove -s or -es work	The teacher suggested that Mark work hard on his essay.

The subjunctive is used following:

1. if, as if

Non-subjunctive: *I **was** a superhero.*
 Subjunctive: *If I **were** a superhero, I **would** wear my pants over my trousers.*

Non-subjunctive: *Mary **was** the queen.*
 Subjunctive: *Mary **ordered** Jim around as if she **were** the queen.*

2. the verbs: ask, command, demand, insist, propose, recommend, request, suggest, wish + that

Non-subjunctive: *Jim **submits** his paper on Tuesday.*
 Subjunctive: *Mr. Lint **asked** that Jim **submit** his paper on 'The uses of belly button fluff' by Tuesday.*

Non-subjunctive: *Jim **was** an accountant.*
 Subjunctive: *Mary **wished** that Jim **were** an accountant instead of an artisan cheese maker.*

3. the expressions: it is/was crucial, desirable, essential, imperative, important, necessary, urgent, vital + that

Non-subjunctive: *The elephant **is** greased before it is squeezed into a phone booth.*
 Subjunctive: *It **is** essential that an elephant **be** greased before it is squeezed into a phone booth.*

Non-subjunctive: *Mary **brings** along the elephant grease.*
 Subjunctive: *It **is** important that Mary **bring** along the elephant grease.*

Informal use of phrasal verbs
Recap & build upon:

- Year R-4 **O**: prepositions
- Year 4 **W&P**: verb synonyms for precision and to create shades of meaning

Key Idea: phrasal verbs are informal and are made from a verb followed by a preposition or an adverb

Key Vocabulary: phrasal verb

Build on: adverb, preposition, verb

A phrasal verb is a verb constructed from a verb followed by a preposition or adverb.

*Jim **turned up** two hours late for his date with Mary.* (verb = turned, adverb = up, phrasal verb = turned up)
*Inspector Gumbo **looked over** the evidence.* (verb = looked, preposition = over, phrasal verb = looked over)

A phrasal verb may contain both an adverb and a preposition in the structure: verb + adverb + preposition.

*Mary had **put up with** Jim for too long.* (verb = put, adverb = up, preposition = with, phrasal verb = put up with)
*The yeti **bore down on** Edmund.* (verb = bore, adverb = down, preposition = on, phrasal verb = bore down on)

The object of the sentence may split the verb and the adverb or preposition.

*Jemima would **ask Dave out** on a date tomorrow.* (verb = ask, adverb = out, phrasal verb = ask out)
*Colin would **pay Jim back** the money next week.* (verb = pay, adverb = back, phrasal verb = pay back)

Phrasal verbs tend to be used more often in spoken than in written language. When used in writing, they make it feel more informal. Formal writing often avoids the use of phrasal verbs and the writer should choose a more precise verb in its place. Examples of phrasal verbs and more precise alternatives are listed in the table below, although the list of phrasal verbs in the English language is huge.

Phrasal Verb	Precise Verb	Phrasal Verb	Precise Verb
put up with	tolerate	give in	submit
turn up	arrive	split up	separate
look over	examine	carry on	continue
slow down	decelerate	put off	postpone
set off	embark	look at	examine
pay back	repay	look into	investigate
throw up	vomit	leave out	omit

Children often resort to using phrasal verbs when they do not have a more precise synonym in their vocabulary and should be encouraged to use more precise verbs, especially in more formal non-narrative writing.

Children may also use phrasal verbs unnecessarily when the adverb or preposition adds nothing to the meaning of the sentence. This should be discouraged.

Phrasal Verb: *Jim printed **out** a photo of his prize-winning yak cheese.*
 More Succinct: *Jim printed a photo of his prize-winning yak cheese.*

Phrasal Verb: *Jim couldn't face **up to** Mary after he had embarrassed her at the village fete.*
 More Succinct: *Jim couldn't face Mary after he had embarrassed her at the village fete.*

Phrasal verbs containing the adverb / preposition combination *off of* are not Standard English and can often be replaced by the preposition *from* or *off*.

off of: *Daring Derek jumped off of the high wire and onto the trapeze.*

from: *Daring Derek jumped from the high wire and onto the trapeze.*

off of: *Florence stepped off of the stage to rapturous applause.*

off: *Florence stepped off the stage to rapturous applause.*

Deepening Understanding

1. Some phrasal verbs contain both an adverb and a preposition so consist of three words in the verb chain.

catch up with, come up with, cut down on, drop out of, get along with, get away with, keep up with, look forward to, look down on, make sure of, put up with, run out of, take care of, think back on, walk out on

Boris looked forward to his three-week tour of East Lincolnshire manhole covers.

2. The object of the verb may split the phrasal verb.

Mary blew three hundred cheese-shaped balloons up for Jim's party.

Phrasal verb = blow up

Object (what did Derek blow up?) = three hundred cheese-shaped balloons