

# Grammar Glossary



# Year 1

**Letter:** A character representing one or more sounds used in any speech

**Capital Letter:** A letter that differs from its corresponding lower case in form and height. Goes at the beginning of a sentence, proper noun and speech.

**Word:** A speech sound or series of speech sounds that symbolizes and communicates a meaning.

**Singular Plural:** A noun that represents more than one thing.

Example:                bicycles                babies,                sheep

**Sentence:** A group of words which are grammatically connected to each other but not to any words outside the sentence. Example: John went to his friend's house.

**Punctuation:** Punctuation includes any conventional features of writing other than spelling and general layout. Example: "I'm going out, Usha, and I won't be long," Mum said.

**Full Stop:** Finishes a sentence, followed by a capital in the next sentence.

**Question Mark:** Denotes a question has been asked.

**Exclamation Mark:** Denotes a sentence is an exclamation.



# Year 2

**Noun:** The name of a person, animal, thing or feeling.

Examples: Charlie, elephant table happiness

**Noun Phrase:** Two or more words that carry out the same function as a noun.

Examples: the butterfly a car their pet

**Statement:** A sentence that states a fact or gives a piece of information.

Examples: I enjoy playing chess. We read our books at home.

**Question:** A sentence that requires a response.

Examples: Is there a map? Can we get out of here? Where is Lucas?

**Exclamation:** Sentences that show strong emotion (surprise, disagreement, surprise, etc.)

Examples: What a confusing maze that is! How tall you have become!

**Command:** A specific instruction that requires from the recipient.

Example: Put that pencil down. Tidy away your rubbish

**Suffix:** A group of letters that can be added to the end of a word.

Example: -ing: running, singing, pondering.

**Adjective:** A word that describes a noun.

Examples: Kind quiet beautiful solid



**Adverb:** A word that describes a verb.

Examples:            quickly                      silently                      fast

**Verb:** Doing or being words. At least one appears in every sentence.

Examples:            Run                      imagine                      be                      have.

**Tense (past, present):** The form a verb takes to show when something happens.

Examples:    Played (Past)            Play (Present)            Thought (Past)            Think (Present)

**Apostrophe:** Used to show contractions or possession.

Examples: Don't, won't shouldn't (Contraction)    Sam's bike Kate's jumper (Possession)

**Commas in a list:** Punctuation mark showing a short pause, often used in a list.

Examples:    In school today I studied: English, Maths, Science and French.



# Year 3

**Preposition:** Show the position of something or when something happened.

Examples: a, some, every.      The ball is under my desk.      I fell from the ladders.

**Conjunction:** Provide a link between different words or parts of a sentence. Co-ordinating conjunctions join two phrases that stand on their own. Subordinating Conjunctions join a main clause and a subordinate clause.

Examples: and, nor, or, so, yet (Co-ordinating)      if, because, where, when (Subordinating)

**Word Family:** A group of words that are linked together by the same letter combination.

Examples: -ain: Train, chain, obtain, gain

**Prefix:** A group of letters that can be added to the beginning of a word to change its meaning.

Examples: Re: Rethink, reuse, reappear.

**Clause:** A group of words containing a subject.

**Main Clause:** A clause that can form a complete sentence.

Example: I saw an alien that was bright purple.      Without a doubt, blue is the best colour.

**Subordinate Clause:** Adds extra information and does not usually make sense on its own.

Examples: I saw an alien that was bright purple.      Without a doubt, blue is the best colour.

**Direct Speech:** When the exact words someone has spoken are written down and marked by inverted commas.

Examples: “I want to go home,” said Jake.  
Heath told everyone to “brace yourselves!”



**Consonant:** Letters other than A, E, I, O or U. Occasionally ‘Y’ can be a vowel or a consonant depending on its position in a word

**Vowel:** Any of the letters: A, E, I, O or U. Occasionally ‘Y’ can be a vowel or a consonant depending on its position in a word

**Inverted Commas (Speech Marks):** Two commas above the direct speech that are in the shape of a 66 at the beginning and 99. Must begin with a capital letter and finish with punctuation.

Examples: “I want to go home,” said Jake. Heath told everyone to “brace yourselves!”

**Perfect Verb Form:** Perfect form describes an action that has already occurred but continues to happen. Usually includes ‘have’, ‘had’, ‘has’ and/or ‘been’.

Examples: I have eaten my tea (present perfect)  
I had eaten my tea (past perfect)  
I will have eaten my tea (future perfect)



# Year 4

**Determiner:** A determiner makes it clear which person, animal or thing you're talking about.

Examples: the home team          a good team          that pupil          some big boys

**Pronoun:** Refers to a person, animal or a thing without giving its name.

Examples: I                  it                  they                  his                  she

**Possessive Pronoun:** Shows that something or someone belongs to a particular person.

Examples: Mine                  ours                  theirs                  yours

**Adverbial:** An adverbial is a word or phrase that is used, like an adverb.

Examples: The bus leaves in five minutes.          She promised to see him last night.

**Expanded Noun Phrase:** Gives more information than a noun phrase, using an adjective, or adjectives between the determiner and noun.

Examples: The beautiful boat sailed into the harbour.          I was surrounded by overhanging, deciduous trees.





# Year 5

**Modal Verb:** Verbs that express certainty, ability or obligation (Should, would, could)

Examples:            Can            may            should            might

**Relative Pronoun:** Introduces extra information that is related to a person, thing or statement.

Examples:            who            which            whom            whose            that

**Relative Clause:** A Clause that gives more information relating to the noun. Begins with a relative pronoun.

Examples:            The prize that I won was a book. Tom broke the game, which annoyed Ali.

**Parenthesis:** Extra information enclosed by dashes, brackets or commas.

Examples:

The old man, who had fought in World War 2, visited Belgium for the first time since.

The old man - who had fought in World War 2 - visited Belgium for the first time since.

The old man (who had fought in World War 2) - visited Belgium for the first time since.

**Bracket:** Encloses a word or phrase that adds extra information to the subject and can go in the middle or end of a sentence.

Example:    We visited the Imperial War Museum (That opened in 2014).

**Dash:** Add extra information. Can be used in pairs or as a single dash. Single dash can be used for: extra information, expectant pause or change of direction.



Examples: We bought some tools – a screwdriver, a hammer and a saw. [Extra Information]

Eric opened the box and there inside was - a rabbit.

[Expectant pause]

Alex said it was a goal – Kate wasn't so sure

[Change of direction]



**Cohesion:** A text has cohesion if it is clear how the meanings of its parts fit together.

**Ambiguity:** A phrase or sentence that is unclear in meaning.

**Commas for clarity:** Punctuation mark showing a short pause. Can be used to separate two clauses, to avoid ambiguity as well as a list.

Examples: If you want to visit the castle, you must cross the bridge. (Clauses)

As the sun shone orange, people looked around for shade. (Ambiguity)



# Year 6

**Subject:** The person or thing doing the action in a sentence.

Examples: Rula's mother went out.      That is uncertain.      The children will study the animals.

**Object:** A person, animal or thing that is acted on by the subject in a sentence.

Examples: Year 2 designed puppets. I like that.

**Active Voice:** When a sentence is in the active voice, the subject does the action.

Examples: Deepak kicked the ball.      Henry was eating an apple.

**Passive Voice:** When the subject is acted on in a sentence.

Examples: The ball was kicked.      The egg was laid by a pigeon.

**Synonym:** Two words are synonyms if they have the same meaning, or similar meanings.

Examples: Talk – Speak      Old - Elderly

**Antonym:** Two words are antonyms if their meanings are opposite

Examples: Hot – Cold      Light – Dark      Light- Heavy

**Ellipsis:** Ellipsis is the omission of a word or phrase which is expected and predictable.

Examples: Frankie waved to Ivana and ~~she~~ watched her drive away.  
She did it because she wanted to ~~do it~~

**Hyphen:** Small dashes that link two or more words to make a single word.

Examples: A well-cooked steak.      We explored a tenth-century castle.  
Lisa is a nine-year-old girl.

**Colon:** Used to introduce a list and to link two sentences together.

Examples: You will need: eggs, butter and flour.

We soon solved the mystery of the missing sausages:  
the dog had eaten them.



**Semi-colon:** Used to link two sentences that are close in meaning. Can also separate items in a list.

Example: The Alligator snapped its jaws; it was feeding time at the zoo.

At the weekend I love: reading; exercising; playing board games and sleeping a lot.

**Bullet Points:** Used to introduce items in a list (can be single words or phrases). Do not need a capital letter at the start and they do not need to end in punctuation.

Example:

Things to do this week:

- Food shopping
- See Grandparents
- Tidy house
- Go to the gym

