

HURST GREEN PRIMARY SCHOOL



Grammar Glossary for Parents and Carers

Revised by The English Team

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The following document is a glossary of technical grammatical terms used in the New National Curriculum programmes of study for English. It is intended as an aid for reference for parents and carers.

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Year One Terminology

| Terminology for pupils | Definition | Example |
|------------------------|---|---|
| Sentence | A set of linked words that makes complete sense alone. | The girl sprinted after the tiger. The cat purred. |
| Word | A set of letters that creates a meaningful expression. | Voyage, pin, mat, gag |
| Letter | A symbol of the alphabet representing one or more of the sounds used in speech. | a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z |
| Capital Letter | Used to show the beginning of a sentence or a proper noun (names of particular places, things and people). | J oel has karate training ever M onday afternoon at W est P rietary S chool. I n J anuary, the children will be visiting L ondon Z oo. |
| Full stop | Marks the end of the sentence that is not a question or statement. | Terry Pratchett's latest book is not yet out in paperback. I asked her whether she could tell me the way to Brighton. |
| Punctuation | The marks used to make written meaning clear and to indicate how the reader should use intonation and pauses to help convey that meaning. | . ? ! , ; : - " " ' ... () ' , |
| Singular | A singular noun names one person, place or thing (a single item). | One bike, one mango, one dress |
| Plural | More than one person, place or thing. | <i>Most nouns are made into plurals by adding –s:</i> Three bike <u>s</u> <i>Some nouns ending in –o are made into plurals by adding –es:</i> Two mango <u>es</u> <i>Most nouns ending in hissing, shushing or buzzing sounds are made into plurals by adding –es:</i> Ten dress <u>es</u> <i>For words ending in a vowel and then –y, just add –s:</i> Eight turkey <u>s</u> <i>For words ending in a consonant and then –y, change –y to –i and add –es:</i> Five fly <u>ies</u> |

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| | | <i>Most nouns ending in -f or -fe change to -ves in the plural: Six halves</i> |
| Question mark | Marks the end of a question | Who else will be there? Is this really little Thomas? |
| Exclamation mark | Marks the end of an interjection, surprise or strong emotion. | What a triumph! I've just about had enough! Wonderful! |

Year Two Terminology (In addition to those taught previously)

| Terminology for pupils | Definition | Example |
|---------------------------------|--|--|
| Verb | Tells you what's happening or what people are doing. | It is raining. |
| Tense (past and present) | <p>The form that a verb takes to show when a person did something, or when something existed or happened.</p> <p>The present tense describes things that are currently happening.</p> <p>The past tense is used to talk about things or situations which happened in the past.</p> | <p><i>Present tense: I love chocolate ice cream; my parents are in New York this week; he has fair hair and blue eyes; some birds eat worms and insects.</i></p> <p><i>Past tense: I met Lisa yesterday; we ate a huge breakfast this morning; they walked ten miles that day; you told me that before.</i></p> |
| Adjective | Tells you more about a noun. | The monster was pink and felt fluffy . |
| Noun | The name of a person, place or thing. | The dog sat on the mat . |
| Noun Phrase | A group of words in a sentence that function like a noun (and does NOT include a verb). | <p>Dog → The small black dog with white patches</p> <p>Sandwich → The mouldy sandwich at the bottom of the bag</p> |
| Suffix | Suffixes are added to the end of an existing word to create a new word with a different meaning. | <p>Adding 'ish' to child – childish</p> <p>Adding 'able' to like – likeable</p> <p>Adding 'ion' to act – action</p> |
| Apostrophe | Used to show that letters have been left out (contractions) or to show possession (i.e. 'belonging to'). | <p><u>Contractions:</u> <i>Is not → isn't Could not → couldn't</i></p> <p><u>Showing Possession:</u> <i>With nouns (plural and singular) not ending in an s add 's: the girl's jacket, the children's books</i></p> <p><i>With plural nouns ending in an s, add only the apostrophe: the guards' duties, the Jones' house</i></p> <p><i>With singular nouns ending in an s, you can add either 's or an apostrophe alone: the witness's lie or the witness' lie (be consistent)</i></p> |

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| Comma | Separates items in a list and phrases and clauses. | <p><i>In a list:</i> Jenny's favourite subjects are maths, literacy and art.</p> <p><i>Between an embedded clause:</i> The recipe, which we hadn't tried before, is very easy to follow.</p> <p><i>To mark a subordinate clause:</i> If at first you don't succeed, try again.</p> |
| Compound words | A word made up of two or more existing words. | <i>credit card, hairbrush, website</i> |
| Statement | Sentences that tell someone something and end with a full stop. | The rabbit hopped. |
| Question | Sentences that ask someone something and end with a question mark. | When can we go? |
| Exclamation | Sentences that show surprise or strong emotion and end with an exclamation mark. | Disaster struck! |
| Command | Sentences that order someone to do something and end with an exclamation mark. | Go straight to bed! |

Year Three Terminology (In addition to those taught previously)

| Terminology for pupils | Definition | Example |
|------------------------|---|---|
| Word family | These are groups of words that have a common feature or pattern - they have some of the same combinations of letters in them and a similar sound. | at, cat, hat, and fat are a family of words with the "at" sound and letter combination in common. bike, hike, like, spike and strike are a family of words with the "ike" sound and letter combination in common. blame, came, fame, flame and game are a family of words with the "ame" sound and letter combination in common. |
| Conjunction | Links ideas together | (and, but, when, because ...) I like coffee but I hate tea. When she got home, she fell into bed because she was exhausted. |
| Adverb | Gives background detail about what is happening (Answers the questions how, when and where) | The snail moved slowly across the floor. They were everywhere . |
| Preposition | Comes at the beginning of a phrase (shows the position of things). | The cat sat underneath the hedge. At the traffic lights, the car stopped. |
| Direct Speech | Writing which shows you exactly what somebody has said (marked by inverted commas). | " I want that one, " said Jane. Freya called, " Where are you? " |
| Inverted comma | Punctuation marks used in pairs (" ") to indicate quotes or as evidence, to show, direct speech and to define specific words. | <i>For direct speech:</i> Janet asked, "Why can't we go today?" <i>For quotes:</i> The man claimed that he was "shocked to hear the news". <i>For words that are defined, that follow certain phrases or that have special meaning:</i> 'Buch' is German for book. The book was signed 'Terry Pratchett'. The 'free gift' actually cost us forty pounds. |
| Prefix | Prefixes are added to the beginning of an existing word in order to create a new word with a different meaning. | Adding 'un' to happy – unhappy Adding 'dis' to appear – disappear Adding 're' to try – retry |

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| Consonant | A spoken sound made by completely or partially blocking the flow of air breathed out through the mouth. | |
| Consonant letter | The consonant sound are represented by the letters <i>b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y</i> and <i>z</i> . | <i>b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y</i> and <i>z</i> . |
| Vowel | A spoken sound made with the mouth open and without the tongue touching the roof of the mouth, teeth, etc. | |
| Vowel letter | The vowel sound are represented by the letters <i>a, e, i, o, and u</i> . | <i>a, e, i, o, and u</i> |
| Clause | A group of words that has a subject doing a verb. | He can lift the car Because she liked picking flowers |
| Subordinate Clause | Clauses which do not make complete sense by themselves. They are grammatically dependent on (subordinate to) another clause. | When the police arrived , the monster was singing. The hippo was listening to the monkey, although it was looking at the elephant . |

Year Four Terminology *(In addition to those taught previously)*

| Terminology for pupils | Definition | Example |
|---------------------------|--|--|
| Determiner | Homes you in on a noun | The, his, a, an, your, these, one, two The lady with the lamp. |
| Pronoun | Stands in place of a noun or noun phrase | I, you, he, she, it, we, you, they, hers, which Have a look at the following sentence: When Barnaby stroked the cat and listened to the cat purring softly, Barnaby felt calm and peaceful. Compare it with the same sentence where some of the nouns have been replaced by pronouns: When Barnaby stroked the cat and listened to it purring softly, he felt calm and peaceful. |
| Possessive pronoun | Pronouns which show ownership (they do NOT need an apostrophe) | The dog ate its dinner. This is hers . |
| Adverbial | Part of a sentence that tells us more about the verb. | William will finish in a few minutes . |

Year Five Terminology (In addition to those taught previously)

| Terminology for pupils | Definition | Example |
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| Relative Clause | A relative clause is a clause which begins with a relative pronoun (see below), is connected to a main clause and does not make sense on its own. | I saw her in Paris, where I lived in the early nineties. I was wearing the dress that I bought to wear at Jo's Wedding. |
| Modal verb | An auxiliary verb that expresses necessity or possibility. (A verb is often made up of more than one word. The actual verb-word is helped out by parts of the special verbs: the verb to be and the verb to have . These 'helping' verbs are called auxiliary verbs and can help us to form tenses. Auxiliary verbs for 'to be' include: am, are, is, was, were, Auxiliary verbs for 'to have' include: have, had, hasn't, has, will have, will not have). | English modal verbs include <i>must, shall, will, should, would, can, could, may, and might</i> . |
| Relative Pronoun | A pronoun that refers back to a noun used immediately before (e.g. <i>which, that, whom, whose, when, where, or who</i>). | The dog that saved its owner's life is called Lassie. |
| Parenthesis | Used for additional information or explanation. | <i>To clarify information:</i> Jamie's bike was red (bright red) with a yellow stripe. <i>For asides and comments:</i> The bear was pink (I kid you not). <i>To give extra details:</i> His first book (The Colour Of Magic) was written in 1989. |
| Bracket | The symbol used to mark parenthesis. | As above |
| Dash | Used to show interruption (often in dialogue) or to show repetition. | <i>To show interruption:</i> "The girl is my – " "Sister," interrupted Miles, "She looks just like you." |

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| | | <p><i>To show repetition:</i></p> <p><i>“You-you monster!” cried the frightened woman.</i></p> <p><i>“St-st-stop!” stammered the boy.</i></p> |
| Cohesion | The linking of ideas and sentences within your writing by using a wide range of appropriate conjunctions. | Contextual links made within and between paragraphs through an extensive use of different types of conjunctions. |
| Ambiguity | Recognising that there is more than one interpretation of many sentences and understanding the importance that punctuation. | <p>He eats, shoots and leaves.</p> <p>Compared to</p> <p>He eats shoots and leaves.</p> |

Year Six Terminology (*In addition to those taught previously*)

| Terminology for pupils | Definition | Example |
|------------------------|--|---|
| Subject | An active noun, noun phrase or pronoun | James washed the car. |
| Object | A passive noun phrase or pronoun | James washed the car . |
| Hyphen | Short dashes used between some compound words and with certain prefixes. | Mother-in-law, ice-skate, ex-wife |
| Colon | Used before a list, summary or quote. Used to complete a statement of fact | I could only find three of the ingredients: sugar, flour and coconut. <i>Before a summary:</i> To summarise: we found the camp, set up our tent and then the bears attacked. <i>Before a statement of fact:</i> There are only three kinds of people: the good, the bad and the ugly. |
| Semi-colon | Used in place of a conjunction. Shows thoughts on either side of it are balanced and connected. It can also separate words or items within a complex list. | <i>To link two separate sentences that are closely related:</i> The children came home today; they had been away for a week. <i>In a list:</i> Star Trek, created by Gene Roddenberry; Babylon 5, by JMS; Buffy, by Joss Whedon; and Farscape, from the Henson Company. |
| Bullet points | Used when listing complex information or when planning and making notes. | • • |
| Synonym | These are words that have a similar meaning to another word. We use synonyms to make our writing more interesting. | Synonyms for: Bad - awful, terrible, horrible Happy - content, joyful, pleased Look - watch, stare, glaze Walk - stroll, crawl, tread |
| Antonym | These are words with the opposite meaning to another word. | The antonym of <u>up</u> is <u>down</u> The antonym of <u>tall</u> is <u>short</u> The antonym of <u>add</u> is <u>subtract</u> |

Ellipsis

When linking words, phrases or clauses are omitted

Used to indicate a pause in speech or at the very end of a sentence so that words trail off into silence (this helps to create suspense).

Word omission:

The man I met yesterday has one.

The man **that** I met yesterday has one **(of the things I mentioned on the last sentence)**.

A pause in speech:

“The sight was awesome... truly amazing.”

At end of a sentence to create suspense:

Mr Daily gritted his teeth, gripped the scalpel tightly in his right hand and slowly advanced...