

Grammar terminology

Nouns	
Term	Definition
Noun	A noun is a 'naming' word: a word used for naming an animal, a person, a place or a thing.
Proper noun	This is a noun used to name particular people and places: Jim, Betty, London... – and some 'times': Monday, April, Easter... It always begins with a capital letter.
Common noun	A common noun is a noun that is used to name everyday things: cars, toothbrushes, trees... – and kinds of people: man, woman, child ...
Collective noun	This is a noun that describes a group or collection of people or things: army, bunch, team, swarm...
Abstract noun	An abstract noun describes things that cannot actually be seen, heard, smelt, felt or tasted: sleep, honesty, boredom, freedom, power ...
Adjectives	
Term	Definition
Adjective	<p>An adjective is a 'describing' word: it is a word used to describe (or tell you more about) a noun.</p> <p><u>Example</u>: The burglar was wearing a black jacket, a furry hat and a large mask over his face. (The words in bold tell us more about the noun that follows)</p> <p>An adjective usually comes before a noun but sometimes it can be separated from its noun and come afterwards (e.g.: Ben looked frightened; the dog was very fierce)</p>
Interrogative ('asking') adjectives	<p>E.g.: What? Which? ... They are used to ask questions about a noun.</p> <p><u>Example</u>: Which hat do you prefer?</p>
Adjectives of number or quantity	<p>E.g. much, more, most, little, some, any, enough ... These answer the question: How much?</p> <p><u>Example</u>: She invited five friends for breakfast; she did not have any food left</p>
Demonstrative ('pointing-out') adjectives	<p>E.g.: this, that, these, those... Demonstrative adjectives answer the question: Which?</p> <p><u>Example</u>: Those apples and these pears are bad; That man stole this handbag.</p>

Verbs	
Term	Definition
Verb	<p>A verb is a word, or a group of words, that tells you what a person or thing is doing or how they are being. It can be called a 'being' or 'doing' word, eg running, eating, sitting, was contented, is unhappy ...</p> <p>All sentences have a subject and a verb. The subject is the person or thing doing the action: <u>Example</u>: Cats purr (Cats is the subject and purr is the verb)</p>
Auxiliary verb	<p>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.</p> <p>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.</p> <p><u>Examples</u>: I have arrived ('arrived' is the main verb and 'have' is the auxiliary verb) We are waiting ('waiting' is the main verb and 'are' is the auxiliary verb)</p>
Modal verb	<p>Modal verbs are used to change the meaning of other verbs. They can express meanings such as certainty ability, or obligation. The main modal verbs are will, would, can, could, may, might, shall, should, must, ought.</p> <p>I can do this maths work by myself. This ride may be too scary for you! You should help your little brother. Is it going to rain? Yes, it might</p>
Adverbs	
Term	Definition
Adverb	<p>An adverb tells you more about the verb (it 'adds' to the verb). It nearly always answers the questions: How? When? Where? or Why? Most adverbs in English end in -ly and come from adjectives: <u>E.g. soft – softly; slow – slowly</u>.</p>
Adverb or Adjective?	<p>Some words can be either adverbs or adjectives depending on what they do in a sentence, e.g. fast, hard, late. (Remember there is no such word as <i>fastly</i>)</p> <p>If they answer the questions: How? When? Where? or Why? – they are adverbs.</p> <p>If they answer the question: "What is it like?" - they are adjectives, and will be telling you more about a specific noun.</p> <p><u>Examples</u>: Life is hard. (adjective) Kim works hard. (adverb) The train arrived early. (adverb) I took an early train. (adjective)</p>

Pronouns	
Term	Definition
Pronoun	<p>Sometimes you refer to a person or a thing not by its actual name, but by another word which stands for it. The word you use to stand for a noun is called a pronoun (which means ‘for a noun’)</p> <p>We use pronouns so that we do not have to repeat the same nouns over again.</p> <p>Have a look at the following sentence: When Barnaby stroked the cat and listened to the cat purring softly, Barnaby felt calm and peaceful.</p> <p>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.</p>
Singular pronouns	<p>Singular pronouns are used to refer to one person or thing.</p> <p>E.g.: <i>I, you, me, he, she, it, you, him, her, mine, yours, his, hers, its</i></p>
Plural pronouns	<p>Plural pronouns are used to refer to more than one person or thing.</p> <p>E.g.: <i>we, they, us, them, ours, yours, theirs</i></p>
Possessive Pronouns	<p>Possessive pronouns, E.g.: my, our, their, his, your ... Possessive pronouns show ownership.</p> <p>Example: Sue never brushes her hair.</p>
Other word classes and grammatical terms	
Term	Definition
Prepositions	<p>Prepositions are words which show the relationship of one thing to another.</p> <p>Examples: Tom jumped over the cat.</p> <p>The monkey is in the tree.</p> <p>These words tell you where one thing is in relation to something else.</p> <p>Other examples of prepositions include: up, across, into, past, under, below, above ...</p>
Determiner	<p>Determiners include many of the most frequent English words, eg the, a, my, this. Determiners are used with nouns (this book, my best friend, a new car) and they limit (ie determine) the reference of the noun in some way.</p> <p>Determiners include:</p> <p>articles a/an, the</p> <p>demonstratives this/that, these/those</p> <p>possessives my/your/his/her/its/our/their</p> <p>quantifiers some, any, no, many, much, few, little, both, all, either, neither, each, every, enough</p> <p>numbers three, fifty, three thousand etc</p> <p>some question words which (which car?), what (what size?), whose (whose coat?)</p>
Conjunctions	<p>Conjunctions join together words, phrases, clauses and sentences. They help us to create compound sentences by joining two main clauses together.</p> <p>E.g.: <u>She went to the shops.</u> <u>She bought a box of chocolates.</u></p>

	<p>We can use a conjunction to join these sentences together: <u>She went to the shops and bought a box of chocolates.</u> Other connectives (conjunctions) include: but, as, so, or ...</p>
Subordinating conjunctions	<p>Subordinating conjunctions link a main (independent) clause with a subordinate (dependent) clause (a clause which does not make sense on its own). Example: When we got home, we were hungry. We were hungry because we hadn't eaten all day. Other subordinating conjunctions include: if, while, after, until, before, although...</p>
Article (always now referred to as determiners)	<p>Articles are the most common type of determiner. An article is always used with and gives some information about a noun. There are three articles: a, an and the Examples: the chair; a table; an elephant *There is sometimes confusion about whether to use a or an. The sound of a word's first letter helps us to know which to use: If a word begins with a vowel sound, you should use an; if a word begins with a consonant sound, you should use a.</p>
Subject and Object in sentences	<p>Every clause (and sentence) needs to have a subject and a verb. The subject is the most important part of the clause apart from the verb. The subject tells us what the subject matter, or topic of the clause is going to be. The object in a clause tells you who or what has been affected by the action of the verb. It usually comes after the subject and verb (active sentences). Eg The little boy smashed the window (boy = subject, smashed = verb, window = object). The referee kicked the ball (referee = subject, kicked = verb, ball = object) I saw the car (I = subject, saw = verb, car = object) The table has four legs. A sentence does not have to have an object, She cried (She = subject, cried = verb).</p>
Features of sentences/Types of sentences	
Term	Definition
Declarative sentence (statement)	<p>These are sentences which state facts. <u>e.g.:</u> It is hot. The butter is in the fridge.</p>
Interrogative sentence (question)	<p>Interrogative sentences (questions) are sentences which ask for an answer. <u>e.g.:</u> Are you hot? Where is the butter?</p>
Imperative sentence (command)	<p>These are sentences which give orders or requests. <u>e.g.:</u> Play the movie. Give me a dinosaur for my birthday.</p>

	<p>Past tense – tells us that something happened in the past.</p> <p>Future tense – tells us that something will happen in the future.</p>
Present and Past Progressive Form	<p>We use the progressive tense to show that something is ongoing or continuing over a period of time.</p> <p>The present progressive tense indicates that something is going on now: Eg Bob is going out. We are winning the race. I am driving to France. They are knitting hats. She is shutting the door.</p> <p>The past progressive tense indicates continuing action in the past, something that was going on, these sentences usually require some additional information to be added. Eg Bob was going out when it started to rain. We were winning the race at the 10 mile post. I was driving to France when we had a flat tyre.</p>
Present Perfect and Past Perfect Form	<p>The perfect tense is used to show that an action is complete, has finished or has been perfected.</p> <p>She has downloaded some songs. (present perfect; now she has some songs). I had eaten lunch when you came (past perfect; I wasn't hungry when you came).</p>

Vocabulary/language strategies

Definition	Example
Synonyms 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>
Word groups/ families 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.
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
Suffix	Adding 'ish' to child – childish

Suffixes are added to the end of an existing word to create a new word with a different meaning.	Adding 'able' to like – like <u>able</u> Adding 'ion' to act – action
Root words Root words (base words) are words that have a meaning of their own but can be added to either with a prefix (before the root) or a suffix (after the root) to change the meaning of the word. Root words can often be helpful in finding out what a word means or where it is 'derived' from.	<u>help</u> is a root word It can grow into: help <u>s</u> help <u>ful</u> help <u>ed</u> help <u>ing</u> help <u>less</u> <u>un</u> help <u>ful</u>
Singular A singular noun names one person, place or thing (a single item).	One bike One mango One dress One fly One turkey One half
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 turke<u>y</u>s <i>For words ending in a consonant and then –y, change –y to –i and add –es:</i> Five flie<u>s</u> <i>Most nouns ending in –f or –fe change to –ves in the plural:</i> Six halve<u>s</u>

Punctuation

Definition	Example
Capital letter Used to denote the beginning of a sentence or a proper noun (names of particular places, things and people).	<u>J</u> oel has karate training ever M onday afternoon at W ells P rimary S chool. I n J anuary, the children will be visiting L ondon Z oo.
Full stop Placed at the end of a 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
Question mark Indicates a question/disbelief.	Who else will be there? Is this really little Thomas?
Exclamation mark	What a triumph!







Indicates an interjection/surprise/strong emotion	<p>I've just about had enough!</p> <p>Wonderful!</p> <p>How lovely!</p>
<p>Inverted commas (Speech Marks)</p> <p>Punctuation marks used in pairs (" ") to indicate:</p> <ul style="list-style-type: none"> quotes (evidence). direct speech words that are defined, that follow certain phrases or that have special meaning. Ironical or unusual use of language (scare quotes) 	<p>For direct speech:</p> <p>Janet asked, "Why can't we go today?"</p> <p>For quotes:</p> <p>The man claimed that he was "shocked to hear the news".</p> <p>For words that are defined, that follow certain phrases or that have special meaning:</p> <p>'Buch' is German for book.</p> <p>The book was signed 'Terry Pratchett'.</p> <p>The 'free gift' actually cost us forty pounds.</p>
<p>Apostrophes</p> <p>Used to show that letters have been left out (contractions) or to show possession (i.e. 'belonging to')</p>	<p>Contractions:</p> <p>Is not = isn't Could not = couldn't</p> <p><u>Showing Possession:</u></p> <p><i>With nouns (plural and singular) not ending in an s add 's:</i></p> <p>eg, the girl's jacket, the children's books</p> <p><i>With plural nouns ending in an s, add only the apostrophe:</i></p> <p>the guards' duties, the Jones' house</p> <p><i>With singular nouns ending in an s, you can add either 's or an apostrophe alone:</i></p> <p>the witness's lie or the witness' lie (be consistent)</p>
<p>Commas in a list</p> <p>Used between a list of three or more words to replace the word <i>and</i> for all but the last instance.</p>	<p>Jenny's favourite subjects are maths, literacy and art.</p> <p>Joe, Evan and Mike were chosen to sing at the service.</p> <p>The giant had a large head, hairy ears and two big, beady eyes.</p>
Commas to mark phrases or clauses	<p><i>To indicate contrast:</i></p> <p>The snake was brown, not green, and it was quite small.</p> <p><i>Where the phrase (embedded clause) could be in brackets:</i></p> <p>The recipe, which we hadn't tried before, is very easy to follow.</p> <p><i>Where the phrase adds relevant information:</i></p> <p>Mr Hardy, aged 68, ran his first marathon five years ago.</p> <p><i>To mark a subordinate clause:</i></p> <p>If at first you don't succeed, try again.</p> <p>Though the snake was small, I still feared for my life.</p>

	<p><i>Introductory or opening phrases:</i> In general, sixty-eight is quite old to run a marathon. On the whole, snakes only attack when riled.</p> <p><i>Conjunctive verbs:</i> Unfortunately, the bear was already in a bad mood and, furthermore, pink wasn't its colour.</p>
<p>Brackets (part of parentheses – dashes and a pair of commas used for additional information also form part of parentheses)</p> <p>Used for additional information or explanation.</p>	<p><i>To clarify information:</i> Jamie's bike was red (bright red) with a yellow stripe.</p> <p><i>For asides and comments:</i> The bear was pink (I kid you not).</p> <p><i>To give extra details:</i> His first book (The Colour Of Magic) was written in 1989.</p>
<p>Ellipsis</p> <p>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).</p>	<p><i>A pause in speech:</i> "The sight was awesome... truly amazing."</p> <p><i>At end of a sentence to create suspense:</i> Mr Daily gritted his teeth, gripped the scalpel tightly in his right hand and slowly advanced...</p>
<p>Dash</p> <p>Used to show interruption (often in dialogue) or to show repetition. Used to separate two clauses. A pair of dashes can also be used instead of brackets (see above) when the writing is informal in style.</p>	<p><i>To show interruption:</i> "The girl is my – " "Sister," interrupted Miles, "She looks just like you."</p> <p><i>To show repetition:</i> "You-you monster!" cried the frightened woman. "St-st-stop!" stammered the boy.</p> <p><i>When writing informally, to link two related clauses:</i> Tommy can't wait for Christmas – he's very excited.</p>
<p>Hyphen</p> <p>Used to join words for clarification, to join some prefixes, or to separate syllables in a single word. Used to join two words to create a new meaning</p>	<p><i>Eg, mother-in-law, top-notch, fine-tune</i></p> <p><i>To join two adjectives for clarification, eg second-hand torch</i></p> <p><i>Be careful, do not use hyphens after adverbs ending in -ly.</i> <i>Ruby-red, sky-blue</i></p>
<p>Colons</p> <p>Used before a list, summary or quote Used to complete a statement of fact</p>	<p><i>Before a list:</i> I could only find three of the ingredients: sugar, flour and coconut. (Note you must write a complete sentence before the colon)</p> <p><i>Before a summary:</i> To summarise: we found the camp, set up our tent and then the bears attacked.</p> <p><i>Before a line of speech:</i> Tom asked: "May I have another cupcake?"</p> <p><i>Before a statement of fact:</i> There are only three kinds of people: the good, the bad and the ugly.</p>

	<p>To introduce an explanation: I'm so tired: I didn't sleep.</p> <p>In play scripts, to separate actors from their lines: Shrek: STOP! SINGING! Well it's no wonder you don't have many friends!</p>
<p>Semi-colons</p> <p>Used in place of a connective (conjunction). Shows thoughts on either side of it are balanced and connected. It can also separate words or items within a list when the items are expanded.</p>	<p><i>To link two separate sentences that are closely related:</i></p> <p>The children came home today; they had been away for a week.</p> <p><i>In an extended list:</i></p> <p>Star Trek, created by Gene Roddenberry; Babylon 5, by JMS; Buffy, by Joss Whedon; and Farscape, from the Henson Company.</p>

Every year group *reviews and revisits all prior year group objectives* as part of teaching so, for example, year four will review and revisit years one, two and three objectives as well as teaching new objectives in year four.

Key:

Orange		Objectives taught and learnt by the end of year one
Yellow		Objectives taught and learnt by the end of year two
Green		Objectives taught and learnt by the end of year three
Turquoise		Objectives taught and learnt by the end of year four
Blue		Objectives taught and learnt by the end of year five
Purple		Objectives taught and learnt by the end of year six