|  |  |  |
| --- | --- | --- |
| **Year Group**  **Grammar and Punctuation Glossary** | **Key terminology (cumulative)** | **Explanation/ Example** |
| **Year 1** | Sentence | A sentence is a group of words which are grammatically connected, and where nothing is grammatically missing. |
| Word | A word is a unit of grammar: it can be selected and moved around relatively independently. In punctuation, words are normally separated by word spaces. |
| Letter | A character representing one or more of the sounds used in speech; any of the symbols of an alphabet. |
| Capital letter | One of the large alphabetic characters used for a proper noun, to start a sentence for the personal pronoun I and the main words in titles |
| Full stop | A punctuation mark (.) placed at the end of a declarative sentence |
| Question | A question is a sentence which asks someone something and ends with question mark |
| Punctuation | Punctuation includes any conventional features of written presentation other than spelling and general layout: the standard punctuation marks (. , ; : ? ! - – ( ) “” ‘’ )  E.g. “I’m going out, Usha, and I won’t be long,” Mum said. |
| Exclamation mark | A punctuation mark (!) used after an exclamation (a sentence or a short phrase which expresses very strong feeling) |
| Singular | One thing |
| Plural | A plural noun normally has a suffix –*s* or –es and means “more than one”.  E.g. boat 🡪 boat**s**  mouse 🡪 **mice** |
| Conjunction | A conjunction is a connective that is used to link different ideas in a sentence.  E.g. and |
| Simple sentence | A simple sentence has a subject and a verb |
| Compound sentence | A compound sentence is made when you join together two main clauses with a co-ordinating conjunction |
| Year 2 | Present tense | What is happening **now** |
| Past tense | Says what happened in the **past**  Most verbs take a suffix –*ed*, to form their past tense, but many commonly used verbs are irregular. |
| Suffix | A suffix is an “ending”, something used at the end of one word to turn it into another word.  call → call**ed**  teach → teach**er**  terror → terror**ise** |
| Comma in a list | When there are more than two items in a list, they should be separated using commas. The last item is usually preceded with 'and', 'or' or 'but'.  E.g. I have not seen any foxes**,** badgers or deer in these woods this year. |
| Apostrophes for possession | Apostrophes (**‘**) used to show that something belongs to someone or something  E.g. Hannah**’s** mother went to town in Justin**’s** car. |
| Verb | A verb gives an action or happening |
| Noun | A noun names a person, animal, place, thing or idea |
| Adjective | An adjective describes a noun  E.g. the cat is very **happy** |
| Adverb | Adverbs are words that tell you how, when or where the action happened  E.g. the cat moved **stealthily** |
| Statement | A statement is a sentence that tells someone something and ends with a full stop |
| Command | A command is a sentence which orders someone to do something and often ends with an exclamation mark |
| Noun phrase | A group of words which modifies the noun  E.g. The **wart ridden ogre** stomped across the room. |
| Time connective | A time connective is something that allows a writer to connect things that happen at different times.  E.g. later, after, meanwhile, eventually |
| Apostrophe for contraction/ omission | Apostrophes are used to show where a letter or letters are missed out of words (contractions)  E.g. cannot 🡪 can’t  he would 🡪 he’d |
| Conjunction | A conjunction is a connective that is used to link different ideas in a sentence  E.g. if, whilst, although |
| Complex sentence | A complex sentence is formed when you join together a main clause and a subordinate clause using a subordinating conjunction |
| Year 3 | Prefix | A prefix is added at the beginning of a word in order to turn it into another word.  E.g. **over**night  **dis**appear |
| Word family | Groups of words which are closely related  E.g. l**ight**, n**ight**, f**ight** |
| Inverted commas/ speech marks | Inverted commas (speech marks) are punctuation marks that show what somebody said   1. Put “ ” around what the speaker says 2. A new speech sentence starts with a capita letter (even if it is in the middle of another sentence) 3. Place appropriate punctuation before you close the speech marks (.,?!) 4. Start a new paragraph if a sentence has a new speaker saying something |
| Direct speech | Direct speech uses the speakers own words and uses inverted commas |
| 1st, 2nd, 3rd person | 1st person = First Person is told from the character's perspective and is distinguishable by the use of words like "I", "me", and "myself"  2nd person = Second Person is rarely used but is most common in dialogue or in who-done-it mysteries and is characterized by the use of "you"  3rd person = Third Person is always told from an outside narrator's point of view with your general "he did this", "she said that" format. |
| Preposition | A word that gives information, such as time, location or direction  E.g. on, at, between |
| Vowel | A vowel is a speech sound which is produced without any closure or obstruction of the vocal tract. The letters *a*, *e*, *i*, *o*, *u* and *y* can represent vowels. |
| Clause | A clause is a group of words that has a subject doing a verb  E.g. because she liked picking flowers |
| Consonant | A sound which is produced when the speaker closes off or obstructs the flow of air through the vocal tract, usually using lips, tongue or teeth. |
| Subordinate clause | A part of the sentence that is dependent upon another part  E.g. I’ll feed the dog [main clause] **when he barks** [subordinate clause]! |
| Main clause | A sentence that functions independently  E.g. I’ll feed the dog. |
| Year 4 | Phrase | A phrase is a group of words that may have nouns and verbs but does not have a subject doing a verb.  E.g. after the terrible meal |
| Adverbial | An adverbial is a word or phrase that makes the meaning of a verb more specific (how, when, where)  E.g. The bus leaves **in five minutes.** |
| Pronoun | A pronoun is a word that takes the place of a noun in a sentence  E.g. he/she/it/they/these |
| Possessive pronoun | A pronoun which shows ownership  mine/ yours/ his/hers/their |
| Synonym | Synonyms are words that have the same (or similar) meaning  E.g, quiet, silent, hushed, tranquil, noiseless |
| Connective | A connective links different phrases, sentences and paragraphs together  E.g. however, consequently, firstly |
| Homograph | Two different words are homographs if they look exactly the same when written but have different meanings depending upon the context.  E.g. *This animal is called a bear. I can’t bear to look at it!* |
| Homophone | Two different words are homophones if they sound exactly the same when pronounced but are spelt differently and have different meanings.  *some*, *sum* |
| Determiner | In terms of the articles an and a. Articles are the words ‘a, an, the’ which come before nouns |
| Ellipses | An ellipsis is a set of three dots...  Ellipsis marks can be used to show a character trailing off in speech or for a pause for emphasis, thought or suspense. |
| Year 5 | Commas to demarcate phrases and clauses | The children should be using commas to mark phrases and clauses.  E.g. When you start a sentence with a conjunction, place a comma after the first clause. |
| Standard English | Standard English is the variety of the English language that is generally used for formal purposes in speech and writing. |
| Reported speech | In indirect speech, the writer reports what was said. Often the writer needs to change the pronouns and verb tenses. Inverted commas are not used. |
| Bracket | Brackets () are useful for separating off parts of a sentence which introduce subordinate information which could be omitted. Brackets are more characteristic of discursive writing. |
| Parenthesis | A parenthesis is an extra word/ phrases that are put into a sentence. They are usually written in brackets, between commas or between dashes. |
| Dash | Dashes - - are useful for separating off parts of a sentence which introduce subordinate information which could be omitted. Dashes are used more in informal writing. |
| Modal verb | Modal verbs are used to change the meaning of other verbs. They can express degrees of certainty, ability, or obligation. The main modal verbs are *will, would, can, could, may, might, shall, should, must* and *ought*.  E.g. I **can** do this maths work by myself.  This ride **may** be too scary for you! |
| Relative pronoun | A relative pronoun is used to start a description for a noun.  That/Which/Who/Whom/Whose |
| Relative clause | A clause which starts with a relative pronoun  Peter, who was lounging in the sunshine, drank from his glass. |
| Cohesion | Linking sentences within a paragraph or paragraphs together |
| Year 6 | Subordinating conjunction | A conjunction that introduces subordinate clauses  E.g. a*lthough, despite, whilst* |
| Coordinating conjunction | A conjunction that connects two main clauses  E.g. and, or |
| Hyphen | Hyphens are short dashes between two words. They are used for:  Compound nouns = mother-in-law  Verbs made from two nouns = ice-skate  Compound adjectives = green-fingered  Adding a prefix to some words = ex-wife  Clarity, to distinguish between words = re-sign/ resign |
| Colon | A colon is used after a full sentence before a list.  E.g. I had to pack a lot for the trip**:** a whistle, first aid kit and spare clothes.  Colons can be used to mark boundaries between independent clauses. |
| Semi-colon | A semi colon is used to join two complete sentences that are very closely related.  E.g. Susan went to bed early**;** she was tired from an exciting day at the zoo.  Semi colons can be used to separate items in a list |
| Active | A sentence is active when the subject is doing the action (verb)  E.g. **The police caught** the thief |
| Passive | A sentence is passive when the subject has the action done to it.  E.g. The thief **was caught by the police** |
| I and me | Use the pronoun **I** when the pronoun is the subject of a verb.  E.g. Clare and **I** are going for coffee.  Use the pronoun **me** when the pronoun is the object of a verb or preposition.  E.g. Rose spent the day with Jake and **me**. |
| 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. |
| Antonyms | Antonyms are words that have opposite meanings  E.g. natural 🡪 artificial  hindrance 🡪 help |
| 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 …*** |
| Subject | The subject of a sentence is the person, place, thing, or idea that is doing or being something. |
| Object | The **object** is the **thing or person that is involved in an action, but does not carry it out**. |
| 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 …*** |
| Singular pronouns | Singular pronouns are used to refer to one person or thing.  E.g**.: *I, you, me, he, she, it, you, him, her, mine, yours, his, hers, its*** |
| Present perfect | To describe things that has started in the past and is continuing.  ***My friend Andrew has lived in this town for five years.*** |
| Subjunctive form | The **subjunctive** is a verb **form** or **mood** used to express things that could or should happen. It is used to express wishes, hopes, commands, demands or suggestions.  ***I wish I were able to fly*** |
| Past and present progressive | A verb is continuing  ***She is running across the field*** |
| Plural pronouns | Plural pronouns are used to refer to more than one person or thing.  E.g**.: *we, they, us, them, ours, yours, theirs*** |