[](http://www.woodlands-school.co.uk/wp-content/uploads/2012/10/New-logo-2012.j)

***The Woodlands Primary***

***Grammatical Terminology***

***(Glossary of literacy terms)***

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| ***Year*** | ***Grammatical Term*** | ***Meaning*** | ***Examples*** |
| ***1*** | ***letter*** | *A character representing one or more of the sounds used in speech; any of the symbols of an alphabet.* | *A, B, C etc.* |
| ***word*** | *A word is a unit of grammar that can be selected and moved around relatively independently of other such units.*  *In punctuation, words are normally separated by word spaces. But there are challenging complexities:*   * *When word-divisions are unclear we may be able to show this uncertainty by using hyphens.* * *Apostrophes for omitted letters show where two words are treated as one.* | * *headteacher or head teacher (can be written with or without a space)* * *primary-school teacher (normally written with a hyphen)* * *English teacher (written with a space)* * *I’m going out… …at 9.30am.* * *The time was 8.10pm.* |
| ***sentence*** | *All the words in a sentence are held together by purely grammatical links, rather than merely by links of cohesion. A sentence is defined by its grammar, but signalled by its punctuation.* | *Correct punctuation:*  *A visit has been arranged for the Year 6 class, to Mountain Peaks Field Study Centre, on July 18th, leaving school at 9.30am. This is an overnight visit.* |
| ***capital letter*** | *Capital letters demarcate* ***sentences.*** *They are used at the beginning of a sentence.*  *Capital letters for names and for the personal* ***pronoun*** | *Aa, Bb, Cc etc.*  *London not London.* |
| ***full stop*** | *Full stops demarcate* ***sentences.*** *They are used at the end of a sentence.* | *At the end of a sentence.*  *Luke walked to the shops****.*** |
| ***punctuation*** | *Punctuation includes any conventional features of written presentation other than spelling and general layout: the standard punctuation marks (. , ; : ? ! - — ( ) “ ‘ ), and also word-spaces, capital letters, apostrophes, paragraph breaks and bullet points. One of the roles of punctuation is to indicate sentence boundaries.* | *“I’m going out, Kate, and I won’t be long,” Mum said.* |
| ***question mark*** | *Question marks demarcate* ***sentences that are questions.*** | *?*  *Why are we going?* |
| ***plural*** | *A plural noun normally has a suffix s and means more than one example of the noun’s basic meaning. There are a few nouns with irregular morphology (e.g. mice, formulae) or irregular meanings.* | *The children will follow the nature trail and learn about the trees, flowers and wildlife.*  *The centre has extensive grounds.*  *(but not: ... a ground)*  ***Not all plural nouns change – sheep*** |
| ***singular*** | *Referring to just one person or thing.*  *Nouns, pronouns, and verbs can change according to whether they are singular or plural.* | *Fox is singular – one.*  *Foxes is plural – more than one.* |
| ***exclamation mark*** | *Exclamation marks to demarcate* ***sentences or words that are exclamations.*** | *!*  *Do not run!*  *No!* |

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| ***Year*** | ***Grammatical Term*** | ***Meaning*** | ***Examples*** |
| ***2*** | ***adjective*** | *Adjectives are sometimes called ‘describing words’ because they pick out single characteristics such as size or colour, but this can be confusing, because* ***verbs****,* ***nouns*** *and* ***adverbs*** *can do the same.*  *Instead, it is better to identify adjectives by their uses:*   * *either before a noun (e.g. big box) to modify the noun* * *or after the verb be (e.g. is big) as its complement.* | *E.g. big, extensive, vertical*  *The centre has extensive grounds in which a nature trail has been designed.*  *[The grounds are extensive.]* |
| ***verb*** | *Verbs are sometimes called ‘action words’ because they often name an action that someone does; but this can be confusing, because they also name events (where things simply happen) or states (where nothing changes). Moreover, actions can also be named by nouns.*  *Within lessons verbs are to be also called action words or states.* | *E.g. be, take, arrive, imagine*  *He looked out of the window.*  *A nature trail has been designed.*  *Your child will be travelling by coach.*  *Yusuf is tired.*  *It rained all day.* |
| ***noun*** | *A noun is a naming word for a person, a place or a thing. But many ‘things’ can also be named by other word classes such as* ***verbs*** *and* ***prepositions.***  *A proper noun is the name.* | *E.g. cat, person, arrival, purpose*  *The cat sat on a mat. In this sentence cat and mat are the nouns.* |
| ***suffix*** | *A suffix is an ‘ending’, something added at the end of one word to turn it into another word or change its meaning (Contrast prefix.)* | *leav****ing****, accompani****ed****, teach****er****, assist****ant*** |
| ***apostrophe*** | *An apostrophe shows*   * *either the place of omitted letters (e.g. I’m for I am)* * *or possession, that one thing belongs to another (e.g. Usha’s mother).* | *I’m going out, Amy, and I won’t be long.*  *Amy’s mother went out and she was in charge.* |
| ***comma*** | *A punctuation mark (,) indicating a pause between parts of a sentence or separating items in a list.* | ***To separate the items in a list:***  *Laura’s mother bought apples, oranges, pears and bananas..*  ***To place a section of a sentence in parenthesis (as brackets do):***  *Laura’s mother, tired from working so hard at home, didn’t notice how foggy it was getting.*  ***To mark the divisions between the clauses in a complex sentence:***  *The Field Study Centre, recognised as one of the best in the country, will provide an exciting and educational end of year trip.*  ***To separate sections of a sentence to make it easier to read:***  *To make hot chocolate, put a spoonful of chocolate granules in the cup and then add the boiled milk.*  ***To introduce and/or end a piece of direct speech:***  *“No, mum,” said Laura, “I didn’t notice the fog either.”*  ***To go around a noun that is in parenthesis:***  *Laura, her daughter, played on her computer upstairs.* |
|  | ***tense (past, present)*** | *The choice between past, present and future, which will change how a word is used.*  *Verbs can show things happening in the past, in the present and in the future.* | |  |  |  | | --- | --- | --- | | *Past*  *I went/ I have gone I ran/ I have run I ate/ I have eaten I played I drank/ I have drunk I bought I worked I fought I tried I sat I walked I cooked I flew/ I have flown I shopped* | *Present*  *I am going I am running I am eating I am playing I am drinking I am buying I am working I am fighting I am trying I am sitting I am walking I am cooking I am flying I am shopping* | *Future*  *I will go I will run I will eat I will play I will drink I will buy I will work I will fight I will try I will sit I will walk I will cook I will fly I will shop* | |
|  | ***noun phrase*** | *A* ***noun phrase*** *is a* ***phrase*** *which has a* ***noun*** *as its head word, or which performs the same grammatical function as such a* ***phrase****.* | |  | | --- | | *Adult foxes can jump. [adult modifies foxes, so adult belongs to the noun phrase]*  *Almost all healthy adult foxes in this area can jump. [all the other words help to modify foxes, so they all belong to the noun phrase]* | |
|  | ***statement*** | *The act of stating or declaring. This may be in for form of a prepared announcement or reply.* | *I will be in London on Saturday.* |
|  | ***question*** | *A sentence worded or expressed as to elicit information.* | *Where are my keys?* |
|  | ***exclamation*** | *A sentence cry or remark expressing surprise, strong emotion or pain.* | *My hair has turned green!* |
|  | ***command*** | *To give an authoritative order.* | *‘Stop* ***arguing****!’ he commanded* |
|  | ***adverb*** | *Adverbs are used to add more information about a verb, adjective, another adverb, clause or sentence.* | *‘Can you move it* ***carefully****?’* |

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| ***Year*** | ***Grammatical Term*** | ***Meaning*** | ***Examples*** |
| ***3*** | ***word family*** | *The words in a word family are normally related to each other by a combination of form, grammar and meaning.* | *teacher – teach*  *extensive – extend – extent* |
| ***conjunction*** | *A conjunction links a following word or phrase to some other part of the sentence:*   * *either in coordination (e.g. ... and ....)* * *or as a subordinate clause (e.g. ... although* | *E.g. and, or, although, if*  *She got herself two biscuits* ***and*** *a cake that she had bought yesterday.*  *She waved to her mother* ***and*** *watched her* ***as*** *she disappeared in the fog at the bottom of the street.*  *We walk* ***before*** *we run. [conjunction]*  *We walk before the age of two. [preposition* |
| ***adverb*** | *A word or phrase that modifies the meaning of an adjective, verb, or other adverb, expressing manner, place, time, or degree. Some adverbs, for example sentence adverbs, can also be used to modify whole sentences.*  *Adverbs mostly describe verbs. They tell us how, when and where things are done.* | *E.g. quickly, soon, very, gently, here, now*  *Thomas went* ***upstairs*** *to play on his computer.*  *Annie* ***gently*** *picked up the rabbit.* |
| ***preposition*** | *A preposition links or connects a following* ***noun*** *or* ***pronoun*** *to some other word in the sentence. Unlike* ***conjunctions****, they can’t link* ***clauses****.* | *E.g. in, of, at, with, by, between*  *She waved* ***to*** *her mother and watched her as she disappeared* ***in*** *the fog* ***at*** *the bottom* ***of*** *the street.* |
| ***direct speech*** | *The reporting of speech by repeating the actual words of a speaker, for example*‘I’m going’, she said*.*  *Compare with*[*reported speech*](http://oxforddictionaries.com/definition/english/reported+speech)*:*  *A speaker’s words reported in subordinate clauses governed by a reporting verb, with the required changes of person and tense (e.g.*he said that he would go*, based on*I will go*). Also called*[*indirect speech*](http://oxforddictionaries.com/definition/english/indirect+speech)*.* | *Rachel said, “I’m going upstairs to play on my computer.”* |
| ***inverted commas (or ‘speech marks’)*** | *The marks (' ') or (" "), that show when someone starts speaking and when they stop.* | *‘That,’ he said, ‘is nonsense.’*  *‘What time will he arrive?’ she asked.* |
| ***prefix*** | *A prefix is added at the beginning of a word in order to turn it into another word and change its meaning. (Contrast suffix.)* | ***over****night,* ***dis****appeared* |
| ***consonant*** | *The letters of the alphabet that are not vowels.* |  |
| ***vowel*** | *a, e, i, o, u* |  |
| ***clause*** | *Some sentences can be broken up into smaller sentences. They would still make sense if they were to stand alone. These simple sentences are called clauses.* | ***She ran down the road*** *but* ***he chose to walk****.*  *This sentence is made up of* ***two*** *clauses, both of which could work on their own as simple sentences.*  *You can join clauses together using* ***conjunctions*** *to make more interesting sentences that are much easier to read than lots of short sentences.*  *Amy took the dog for a walk. It got very dirty.*  *Amy took the dog for a walk* ***and*** *it got very dirty.*  *The dog got very dirty* ***when*** *Amy took it for a walk.* |
| ***subordinate clause*** | *Subordinate clauses are used to add more information to sentences.* | *The centre has extensive grounds,* ***in which a nature trail has been designed.***  *He watched her* ***as she disappeared in the fog at the bottom of the street.***  *A visit has been arranged for the Year 6 class,* ***leaving school at 9.30am.***  *Rebecca went upstairs* ***to play on her computer****.* |

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| ***4*** | ***pronoun*** | *A pronoun functions like a noun except that it is harder to modify and grammatically more specialised.* | *E.g. me, him, he, his, himself, who, what, that*  ***She*** *waved to her mother and watched* ***her*** *as* ***she*** *disappeared in the fog at the bottom of the street.*  ***This*** *is an overnight visit.*  *The centre has extensive grounds in* ***which*** *a nature trail has been designed.* |
| ***possessive pronoun*** | *A possessive is normally either a* ***noun*** *followed by an* ***apostrophe and –s****, or a* ***possessive pronoun****, and names the owner (‘possessor’) of the noun that it modifies.*  *A possessive acts as a determiner, and must be replaced by an ordinary determiner if it is turned into an of phrase* | *Tariq’s book (****the book of Tariq, i.e. that Tariq owns****)*  *somebody else’s book (****the book of somebody else****)* |
| ***adverbial*** | *An adverbial is part of a* ***clause*** *that behaves like an adverb in* ***modifying the verb****, and which may itself be an* ***adverb****, but may instead be a* ***preposition*** *or a* ***subordinate clause****.* | *We have been* ***living here in this house for over twenty years****.*  *We were sleeping* ***peacefully in our beds when the earthquake struck.*** |
|  | ***determiner*** | *A determiner stands before a* ***noun*** *and any other words that* ***modify*** *the noun.*  *A singular noun such as boy or number (but not coffee or beauty) requires a determiner, so we can say with the boy but not: with boy. (See also: possessive.)* | *E.g. the, a, this, any, my*  *This is* ***an*** *overnight visit.*  ***Your*** *child will be travelling by coach and will be accompanied by Mrs Smith,* ***the*** *class teacher, and* ***her*** *teaching assistant, Mrs Medway.* |

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| ***Year*** | ***Grammatical Term*** | ***Meaning*** | ***Examples*** |
| ***5*** | ***relative clause*** | *Relative clauses are clauses starting with the relative pronouns who, that, which, whose, where, when. They are most often used to define or identify the noun that precedes them.* | *Do you know the girl* ***who*** *started in grade 7 last week?*  *Can I have the pencil* ***that*** *I gave you this morning?*  *A notebook is a computer* ***which*** *can be carried around.*  *I won't eat in a restaurant* ***whose*** *cooks smoke.*  *I want to live in a place* ***where*** *there is lots to do.*  *Yesterday was a day* ***when*** *everything went wrong!*  *The centre has extensive grounds* ***in which*** *a nature trail has been designed.* |
| ***modal verb*** | *The main modal verbs are will, would, can, could, may, might, shall, should, must and ought.*  *A modal verb only has finite forms and has no suffix -s in the present tense even when its subject is singular.*  *They are important for expressing degrees of certainty, or ability and obligation.* | *Your child* ***will*** *be travelling by coach.*  *not: Your child* ***wills*** *be ...*  *nor: Your child is pleased* ***to will*** *be travelling*  *You* ***will/must/might*** *be happy.*  *You* ***will/must/could*** *work harder.* |
| ***relative pronoun*** | *A*[*pronoun*](http://grammar.about.com/od/pq/g/pronounterm.htm)*that introduces a relative clause.*  *The relative pronouns in English are****which, that, who, whom, and whose.***  *Who and whom refer only to people.*  *Which refers to things, qualities, and ideas--never to people. That and whose refer to people, things, qualities, and ideas.* | * *The person* ***who*** *phoned me last night is my teacher.*   *In the above example, "who":*   * *relates to "The person", which "who phoned me last night" modifies* * *introduces the relative clause "who phoned me last night"* |
| ***parenthesis***  ***bracket*** | *A parenthesis is a word or a phrase put into a sentence to give it more information.*  *Sometimes a parenthesis is in italics, sometimes it is in (brackets), sometimes there is a dash – and sometimes it has ‘inverted commas’ around it.*  *Parentheses are used to:*   * *Explain what a difficult word means* * *Show someone’s thoughts* * *Add extra information to help the reader* * *Emphasise a point.*   *One or both of a pair of marks () used to include such a word, clause, or sentence.* | *Chapter Four (pages 123-156) is one of the most difficult we will study this term.*  *I have seen many changes (most of them for the better) at this school during the last ten years.*  *Connor (Amy's boyfriend) bought the tickets.* |
| ***dash*** | *A* [*punctuation*](http://grammar.about.com/od/pq/g/punctuationterm.htm) *mark  (—), used to mark out a word or phrase after an*[*independent clause*](http://grammar.about.com/od/il/g/independterm.htm)*or to mark out words, phrases, or clauses that interrupt a sentence.*  *Don't confuse the dash (—) with the*[*hyphen*](http://grammar.about.com/od/fh/g/hyphenterm.htm)*(-).* | ***To show words in parenthesis:***  *Sarah liked computer games —in fact, she was obsessed with them —to the point that she could think of nothing else.*  ***To introduce something that develops, or is an example of, what has gone before:***  *Sarah must have seen it, I am sure—the slow, creeping, ghostly fog that began at the end of the road.*  ***To introduce an aside by the writer:***  *The Field Study Centre has recently built an extension—a delightful room overlooking the lake.*  ***To show that someone breaks off in mid-sentence, or is interrupted in direct speech:***  *Sarah frowned and said, 'You mean you want me to—?* |
| ***cohesion*** | *A text has cohesion if its meaning is coherent – i.e. if it is clear how the meanings of its parts fit together. It may contain* ***repeated references*** *to the same person or thing, as shown by the different underlined styles in the example; and the logical relations (e.g. time and cause) between the parts are clear.* | ***A visit*** *has been arranged for the Year 6 class,* ***to Mountain Peaks Field Study Centre****, on July 18th, leaving school at 9.30am.* ***This*** *is an* ***overnight visit****.* ***The centre*** *has extensive grounds in which a* ***nature trail*** *has been designed. During the afternoon, the children will follow the* ***nature trail****.* |
| ***ambiguity*** | *The presence of two or more possible*[*meanings*](http://grammar.about.com/od/mo/g/meaningterm.htm)*within a single sentence or sequence of word.*  *Commas can be used to clarify meaning or avoid ambiguity* | *Does bi-monthly mean twice a month or every two months?* |

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| ***Year*** | ***Grammatical Term*** | ***Meaning*** | ***Examples*** |
| ***6*** | ***active and passive voice*** | *A* ***verb*** *in the* ***active voice*** *has its usual pattern of* ***subject and object*** *– contrast passive voice.*  *A* ***passive verb*** *(a verb ‘in the passive voice’ – contrast ‘active voice’) normally has a* ***suffix ed,*** *follows the* ***verb be****, and has its normal (‘active’)* ***object and subject reversed*** *so that the active object is used as the passive subject, and the active subject appears as an optional by phrase.*  *A verb is not ‘passive’ just because it has a ‘passive’ meaning – it must be the passive version of an active verb.* | *During the afternoon, the children will* ***follow*** *the nature trail and* ***learn*** *about the trees, flowers and wildlife in this interesting habitat.*  *A visit* ***was arranged*** *by the school.*  *A visit* ***was arranged****.*  *(Compare the active: The school arranged a visit.)* |
| ***subject and object*** | *A* ***verb’s subject*** *is normally the* ***noun*** *or* ***pronoun*** *which* ***names the ‘do-er’ or ‘be-er’****. Unlike the verb’s* ***object*** *and* ***complement****, the subject normally stands just before it and decides whether or not a present-tense verb takes a suffix s.*  *In a question, the subject follows the verb.*  *A* ***verb’s object*** *is normally a* ***noun or pronoun*** *which* ***is found immediately after the verb****, and which we expect to find there.*  *Unlike* ***complements****, objects can be turned into the subject of a passive verb, and cannot be adjectives.*  *------------------------------------------------------------------------------------*  ***For Information…***  *A* ***verb’s complement*** *(or ‘predicative complement’) ‘****completes’ the verb’s meaning*** *by adding more information about the verb’s subject (or, in some cases, its object). Unlike the verb’s object, its complement may be an adjective. The verb be normally has a complement.* | ***The children*** *will follow the nature trail.*  ***Usha’s mother*** *went out.*  *Will* ***the children*** *follow?*  ***Whether it’s going to rain*** *is uncertain.*  ***A visit*** *has [not: have] been arrange*  *They designed* ***a nature trail****.*  *(Compare: A nature trail was designed.)*  *Not: They designed pretty.*  *---------------------------------------------------------------------------------*  *This is an* ***overnight visit****.*  *[You make me* ***happy****.]*  *It was* ***Wednesday****.*  *... she was* ***in charge****.* |
| ***hyphen*** | *A short horizontal mark of*[*punctuation*](http://grammar.about.com/od/pq/g/punctuationterm.htm)*( - ) used between the parts of a*[*compound*](http://grammar.about.com/od/c/g/compnounterm.htm)*word or name or between the*[*syllables*](http://grammar.about.com/od/rs/g/syllableterm.htm)*of a word when divided at the end of a line.*  *Hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)* | *Twenty-odd people (twenty odd people means something quite different!)* |
| ***synonym*** | *A word or phrase that means exactly or nearly the same as another word or phrase* | *shut – close*  *still - motionless* |
| ***colon*** | *Colons indicate a stronger subdivision of a* ***sentence*** *than a comma.*  *A colon is a punctuation mark with three main uses:*   1. *To introduce a list.* 2. *To introduce a piece of direct speech, or a quotation.* 3. *To separate two parts of a sentence where the first leads on to the second.* | ***:***  *There are two paths to follow on the nature trail: Bobby Rabbit’s Junior Trail (easy) and Sidney Squirrels Woodland Adventure (hard).*  *After tea, Amy said: “ I’m going upstairs to play on my computer”.*  *And that is the end of Amy’s hope to see her mother again: there is no return from the ghostly fog at the end of the road.* |
| ***semi-colon*** | *Semi-colons indicate a stronger subdivision of a sentence than a comma.*  *1. Semicolons mark a break between two parts of a sentence. Usually the two parts that separated in this way are finite clauses, which could stand as sentences in their own right. You use a semicolon because you want to show that there is a close link between them. You cannot use a comma in place of the semicolon.*  *2. Lists*  *If a list contains items that are quite long, semicolons can be used instead of commas to separate them.* | *;*  *The children loved Mountain Peaks Field Study Centre; it was the perfect trip to mark the end of Year 6.*  *The children enjoyed the trip in many ways: flying kites blown hither and tither by the wind; getting muddy while following the nature trail; or just relaxing by the wood stove at the Field Study Centre.* |
| ***bullet points*** | *A layout device used to structure texts.* | * *First, …* * *Next, …* * *Finally, …* |
|  | ***antonym*** | *A word opposite in meaning to another.* | ***Bad*** *and* ***good****.*  ***Fast*** *and* ***slow****.* |
|  | ***ellipsis*** | *An ellipsis (plural:* ***ellipses****) is a punctuation mark consisting of three dots. It is used when omitting a word, phrase, line, paragraph, or more from a quoted passage.* | *…* |

For further reading - The National Curriculum English appendix 2: vocabulary, grammar and punctuation. (See link)

<https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf>