

# Grove Primary School



## Grammar Glossary

## Grammar glossary for English Curriculum

### Word classes

<b>Noun</b>	A <b>noun</b> is a 'naming' word: a word used for naming an animal, a person, a place or a thing.
<b>Proper noun</b>	This is a noun used to name particular people and places: <b>Jim, Betty, London...</b> - and some 'times': <b>Monday, April, Easter...</b> It always begins with a capital letter.
<b>Common noun</b>	A common noun is a noun that is used to name everyday things: <b>cars, toothbrushes, trees,...</b> - and kinds of people: <b>man, woman, child ...</b>
<b>Collective noun</b>	This is a noun that describes a group or collection of people or things: <b>army, bunch, team, swarm...</b>
<b>Abstract noun</b>	An abstract noun describes things that cannot actually be seen, heard, smelt, felt or tasted: <b>sleep, honesty, boredom, freedom, power ...</b>
<b>Adjective</b>	<p>An <b>adjective</b> 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 <b>black</b> jacket, a <b>furry</b> hat and a <b>large</b> 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 <b>frightened</b>; the dog was very <b>fierce</b>)</p>
<b>Verb</b>	<p>A verb is a word, or a group of words, that tells you what a person or thing is being or doing. It is often called a 'doing' word: e.g. <b>running, eating, sitting.</b></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>
<b>Auxiliary verb (Modal verb)</b>	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 <b>to be</b> and the verb <b>to</b>



	<p><b>Have a look at the following sentence:</b> When Barnaby stroked the cat and listened to the cat purring softly, Barnaby felt calm and peaceful.</p> <p><b>Compare it with the same sentence where some of the nouns have been replaced by pronouns:</b> When Barnaby stroked the cat and listened to it purring softly, <b>he</b> felt calm and peaceful.</p>
<b>Personal pronoun</b>	<p>A personal pronoun is a word which can be used instead of a person, place or thing.</p> <p>There are twelve personal pronouns for people: I, you, he, she, it, we, they, me, him, her, us and them.</p> <p>There are three personal pronouns for things: they, them, it.</p>
<b>Possessive pronouns</b>	<p>Possessive pronouns are used to show ownership of a person or thing. Some can be used on their own (mine, yours, his, hers, ours, theirs, whose); others must be used with a noun (my, your, his, her, its, our, their, whose).</p> <p>Possessive pronouns are used to avoid repetition of the noun. For example:</p> <p>John put <b>John's</b> bag on <b>John's</b> peg. He walked to <b>John's</b> classroom.</p> <p>If you use pronouns the sentence reads:</p> <p>John put <b>his</b> bag on <b>his</b> peg. He walked to <b>his</b> classroom.</p>
<b>Other word classes and grammatical terms</b>	
<b>Term</b>	<b>Definition</b>
<b>Prepositions</b>	<p>Prepositions are words which show the relationship of one thing to another.</p> <p><u>Examples:</u> Tom jumped <b>over</b> the cat.</p> <p style="text-align: center;">The monkey is <b>in</b> the tree.</p> <p>These words tell you where one thing is in relation to something else. Other examples of prepositions include: <b>up, across, into, past, under, below, above ...</b></p>
<b>Determiners</b>	<p>Determiners include many of the most frequent English words, eg <b>the, a, my, this</b>. Determiners are used with nouns (this book, my best friend, a</p>

	<p>new car) and they limit (ie determine) the reference of the noun in some way. <u>Determiners include:</u></p> <p>articles <i>a/an, the</i></p> <p>demonstratives <i>this/that, these/those</i></p> <p>possessives <i>my/your/his/her/its/our/their</i></p> <p>quantifiers <i>some, any, no, many, much, few, little, both, all, either, neither, each, every, enough</i></p> <p>numbers <i>three, fifty, three thousand etc</i></p> <p>some question words <i>which (which car?), what (what size?), whose (whose coat?)</i></p>
<b>Conjunctions</b>	<p>Conjunctions are used to join words, phrases, or clauses in a sentence. For example: <i>and, but, for, or, neither, nor, yet, although, because, if, until, unless, when, where, while, whereas.</i></p>
<b>Coordinating conjunctions</b>	<p>Coordinating conjunctions join words or clauses which are of equal importance in a sentence. They form compound sentences. For example: <i>and, but, for, or, neither, nor, yet (Would you prefer tea and biscuits, or coffee and cake?)</i></p>
<b>Subordinating conjunctions</b>	<p>Subordinating conjunctions are used to link a main and a dependent clause. They are used to form complex sentences. For example: <i>although, because, if, until, unless, when, where, while, whereas (Mira felt brave because she had her lucky pebble.)</i></p>
<b>Article (a type of determiner)</b>	<p>An article is always used with and gives some information about a noun. There are three articles: <b>a</b>, <b>an</b> and <b>the</b></p> <p>Examples: <b>the</b> chair; <b>a</b> table; <b>an</b> elephant</p> <p>*There is sometimes confusion about whether to use <b>a</b> or <b>an</b>. 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 <b>an</b>; if a word begins with a consonant sound, you should use <b>a</b>.</p>

## Features of sentences/Types of sentences

Term	Definition
<b>Declarative sentence (statement)</b>	<p>These are sentences which state facts.</p> <p><u>e.g.</u>: It is hot.</p> <p style="padding-left: 40px;">The butter is in the fridge.</p>
<b>Interrogative sentence (question)</b>	<p>Interrogative sentences (questions) are sentences which ask for an answer.</p> <p><u>e.g.</u>: Are you hot?</p> <p style="padding-left: 40px;">Where is the butter?</p>
<b>Imperative sentence (command)</b>	<p>These are sentences which give orders or requests.</p> <p><u>e.g.</u>: Play the movie.</p> <p style="padding-left: 40px;">Give me a dinosaur for my birthday.</p>
<b>Exclamatory sentence (exclamation)</b>	<p>Exclamatory sentences (exclamations) are sentences which express a strong feeling of emotion.</p> <p><u>e.g.</u>: My goodness, it's hot!</p> <p style="padding-left: 40px;">I absolutely love this movie!</p>
<b>Clause</b>	<p>A clause is a group of words which does contain a verb; it is part of a sentence.</p> <p>There are two kinds of clauses:</p> <ol style="list-style-type: none"> <li>1. A <b>main clause</b> (makes sense on its own) e.g.: Sue bought a new dress.</li> <li>2. A <b>subordinate clause</b> (does not make sense on its own; it depends on the main clause for its meaning)</li> </ol> <p><u>E.g.</u>: Sue bought a new dress <b>when she went shopping</b>.</p>

	*'when she went shopping' is the subordinate clause as it would not make sense without the main clause.
<b>Phrase</b>	A phrase is a group of words which does not make complete sense on its own and does not contain a verb; it is not a complete sentence: e.g.: up the mountain
<b>Sentence</b>	A sentence is a group of words that typically contains a main verb. It should contain a complete idea or action and it should make sense on its own. In writing, a sentence begins with a capital letter and ends with a full stop, question mark, or exclamation mark. It can contain a single clause, or several clauses joined by conjunctions or punctuation. <i>For example: Desert animals are often nocturnal because it is cooler for hunting at night.</i>
<b>Simple sentence</b>	A simple sentence must have a subject and a verb  <i>For example: The cat is sleeping.</i>
<b>Multi-clause sentences</b>  (Used to be called compound and complex sentences)	A compound sentence consists of simple sentences joined by conjunctions such as <i>and</i> or <i>but</i> .  <i>For example: The cat is sleeping but the dog is awake.</i>  A complex sentence contains a main clause and at least one other clause that is related to it. The two clauses are joined by conjunctions such as <i>although</i> and <i>because</i> .  <i>For example: The cat was sleeping because it was bored.</i>
<b>Subject-verb agreement</b>	A subject and verb must agree in number within a sentence, so a plural subject must have a plural verb, a singular subject must have a singular verb.  <i>For example: The books are on the table. The book is on the table.</i>
<b>Active and Passive voice</b>	Verbs can be active or passive. In an active sentence the subject performs the action. In a passive sentence the subject is on the receiving end of the action.  <i>For example: Active - The dog bit Ben. (The subject is performing the action).</i>  <i>Passive - Ben was bitten by the dog. (The subject is on the receiving end of the action).</i>

## Vocabulary/language strategies

<b>Synonyms</b>	<p>These are words that have a similar meaning to another word. We use synonyms to make our writing more interesting.</p> <p>Synonyms for: Bad - awful, terrible, horrible Happy - content, joyful, pleased Look - watch, stare, glaze Walk - stroll, crawl, tread</p>
<b>Antonyms</b>	<p>These are words with the opposite meaning to another word.</p> <p>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></p>
<b>Prefix</b>	<p>Prefixes are added to the beginning of an existing word in order to create a new word with a different meaning.</p> <p>Adding 'un' to happy - unhappy Adding 'dis' to appear - disappear Adding 're' to try - retry</p>
<b>Suffix</b>	<p>Suffixes are added to the end of an existing word to create a new word with a different meaning.</p> <p>Adding 'ish' to child - childish Adding 'able' to like - likeable Adding 'ion' to act - action</p>
<b>Root words</b>	<p>Root 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.</p> <p><u>help</u> is a root word</p> <p>It can grow into: <u>helps</u> <u>helpful</u> <u>helped</u> <u>helping</u></p>



helpless  
unhelpful

## Punctuation

### Capital letter

Used to denote the beginning of a sentence or a proper noun (names of particular places, things and people).

Joel has karate training ever Monday afternoon at Wells Primary School.  
In January, the children will be visiting London Zoo.

### 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

Indicates an interjection/surprise/strong emotion

What a triumph!  
I've just about had enough!  
Wonderful!

### Inverted commas

Punctuation marks used in pairs ( " ") to indicate:  
quotes (evidence).  
direct speech  
words that are defined, that follow certain phrases or that have special meaning.

*For direct speech:*  
Janet asked, "Why can't we go today?"

*For quotes:*  
The man claimed that he was "shocked to hear the news".

*For words that are defined, that follow certain phrases or that have special meaning:*

	<p>'Buch' is German for book.  The book was signed 'Terry Pratchett'.  The 'free gift' actually cost us forty pounds.</p>
<b>Apostrophes</b>	<p>Used to show that letters have been left out (contractions) or to show possession (i.e. 'belonging to')</p> <p><i>Contractions:</i>  <i>Is not = isn't</i>                      <i>Could not = couldn't</i></p> <p><u><i>Showing Possession:</i></u>  <i>With nouns (plural and singular) not ending in an s add 's:</i>  the girl's jacket, the children's books</p> <p><i>With plural nouns ending in an s, add only the apostrophe:</i>  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>  the witness's lie or the witness' lie (be consistent)</p>
<b>Commas in a list</b>	<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.  Joe, Evan and Mike were chosen to sing at the service.  The giant had a large head, hairy ears and two big, beady eyes.</p>
<b>Commas to mark phrases or clauses</b>	<p><i>To indicate contrast:</i>  The snake was brown, not green, and it was quite small.</p> <p><i>Where the phrase (embedded clause) could be in <u>brackets</u>:</i>  The recipe, which we hadn't tried before, is very easy to follow.</p> <p><i>Where the phrase adds relevant information:</i>  Mr Hardy, aged 68, ran his first marathon five years ago.</p> <p><i>To mark a subordinate clause:</i>  If at first you don't succeed, try again.  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>
<b>Brackets (also known as parentheses)</b>	<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>
<b>Ellipsis</b>	<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>
<b>Dash</b>	<p>Used to show interruption (often in dialogue) or to show repetition.</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>
<b>Colons</b>	<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.</p>

*Before a summary:*  
To summarise: we found the camp, set up our tent and then the bears attacked.

*Before a line of speech:*  
Tom asked: "May I have another cupcake?"

*Before a statement of fact:*  
There are only three kinds of people: the good, the bad and the ugly.

**Semi-colons**

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.

*To link two separate sentences that are closely related:*

The children came home today; they had been away for a week.

*In a list:*

Star Trek, created by Gene Roddenberry; Babylon 5, by JMS; Buffy, by Joss Whedon; and Farscape, from the Henson Company.