



Holsworthy C of E Primary School

Grammar Terminology Explained

	<u>Terminology</u>	<u>Meaning</u>	<u>Example</u>
Year 1 Terminology	letter	A written mark that stands for a speech sound; specific characters of the alphabet.	Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz
	capital letter	A letter of the alphabet used for proper nouns and to start a sentence.	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
	word	A sound, group of sounds, or the symbols for such sounds in writing that have some meaning.	
	singular	The form of a word that names or refers to only 1 person or thing.	Cat
	plural	The form of a word that names or refers to <u>more than 1</u> thing.	cats
	sentence	A complete unit of words with a beginning and final punctuation. It usually has a subject and a verb.	I got a bike and a football for my birthday.
	punctuation	Punctuation marks are essential when you are writing. They show where the sentence starts and finishes.	. ? !
	full stop	Used at the end of a sentence.	.
	question mark	Used at the end of	?
	exclamation mark	Used at the end of a sentence to express strong feelings.	"Look up there!" she yelled. Stop right now!
Year 2 Terminology	Noun Proper nouns	Identify a person, place or thing.	Girl, book, Mary, school, year, money, happiness

noun phrase	A group of words that has a noun as its head, or key word.	<u>The teacher over there is my form tutor.</u>
statement	The most common type of sentence. It asserts or declares a fact, opinion or idea.	The students wrote their answers on their whiteboards.
question	A sentence which requires an answer.	Have you written your answer on your whiteboard?
exclamation	An exclamation is a more forceful version of a statement but it conveys excitement or emotion. It ends with an exclamation mark.	What a good answer!
command	Used when telling someone to do something. Usually begin with an imperative verb (bossy verb).	Write your answer on your whiteboard.
Compound sentence	A multi-clause sentence which has a co-ordinating conjunction (or, and, but, so, yet, nor, for).	She knew the truth and told me.
suffix	A group of letters that can be added to the end of the base or root form of a word.	Speak + er = speaker Sad + ness = sadness Joy + ful = joyful Hope + less = hopeless
adjective	They describe what is named by nouns, noun phrases or pronouns.	Maths is <u>easy</u> ! Your holiday sounds <u>exciting</u> She is very <u>determined</u> .
adverb	Used to modify verbs, adjectives, other adverbs or whole sentences. Adverbs of manner, time, frequency, degree, place and likelihood.	She listened carefully. (manner) I'll see you tomorrow. (time) Sometimes we have pizza for tea. (frequency) He felt extremely upset. (degree) Erica came downstairs. (place) We definitely should have won! (likelihood)
verb	A doing, being or having word. All sentences must have a verb. Types of Verbs: <ul style="list-style-type: none"> • Doing = actions (things that we can <u>do</u>) 	Doing: run, jumped, laughing Being: am, is, was, ate, were, be, will, can Having: have, had, has

	<ul style="list-style-type: none"> • Being = am, is, was, ate, were, be, will, can • Having = have, had, has 	
tense	Verb tenses show us when an action took place in the past, present or future.	<p>He was playing football.</p> <p>He is playing football.</p> <p>He will be playing football.</p>
past tense	When something happened .	
present tense	When something happens .	
Past progressive	May be used to show something that was not finished when something else happened or for something that continued for some time. It is formed with the simple past of be + the present participle of the main verb.	<p>He <u>was playing</u> football.</p> <p>They <u>were working</u>.</p> <p>I <u>was waiting</u>.</p> <p>She <u>was feeling</u> happy.</p> <p><u>Were you listening?</u></p>
Present progressive	May be used to show something is happening at this precise moment or is something that is happening now and continuing over a longer period. It is formed with the simple present tense of be + the present participle.	<p>He <u>is playing</u> football.</p> <p>They <u>are working</u>.</p> <p>I <u>am waiting</u>.</p> <p>She <u>is feeling</u> happy.</p> <p><u>Are you listening?</u></p>
apostrophe	<p>Used to show letters which are missed out of a word in <u>contractions</u> or to indicate ownership or <u>possession</u>.</p> <p>Its - no apostrophe for possession</p> <p>It's - only use apostrophe for contraction.</p>	<p><u>Contraction:</u></p> <p><u>It's</u> hot in here.</p> <p><u>I'm</u> sure I <u>didn't</u> pick up the pen.</p> <p><u>Possession:</u></p> <p>The dog's bowl. (if singular doesn't end in s then add 's)</p> <p>James's or James' hat. (singular word ends in s add 's or just ')</p> <p>The princess's crown. (singular word end in ss add 's)</p> <p>The girls' changing room. (plural ending in s just add ')</p> <p>The children's books. (if plural doesn't end in s then ass 's)</p>

	comma	<p>A punctuation mark used to:</p> <ol style="list-style-type: none"> 1. separate items in a list 2. separate clauses in a multi-clause sentence 3. after an adverb or adverbial used at the start of a sentence 4. for clarity - e.g. separating names from the rest of the sentence. 	<ol style="list-style-type: none"> 1. I like to eat apples, seeds, grapes and nuts. 2. When he realised how much money I had spent, my dad went mad. 2. My dog, who is twelve years old, likes to sleep a lot. 3. Surprisingly, only seven pupils signed up for the trip. 4. Let's eat, Grandma. 4. Tell me, kids, what film do you want to watch?
Year 3 Terminology	Preposition	<p>Appear before a noun, pronoun or noun-phrase.</p> <ol style="list-style-type: none"> 1. Of 2. Position or direction 3. Timing 4. Link/relationship <p>Some words can be prepositions or adverbs, depending on how they're used. E.g.</p> <p>We could hear giggling <u>outside</u> the classroom. (The word outside is a preposition as it's used <u>before</u> the noun phrase, the classroom)</p> <p>We ran <u>outside</u>. (Here the word outside is an adverb as it is not followed by a noun, pronoun or noun phrase).</p>	<ol style="list-style-type: none"> 1. The owner <u>of</u> the café. 1. The defeat <u>of</u> the enemy. 2. She looked <u>through</u> the window. 2. The laptop was <u>on</u> the desk. 3. Adam fell asleep <u>before</u> dinner. 3. The band had been successful <u>throughout</u> the 2000s. 4. It's <u>against</u> the law to do that. 4. <u>Through</u> a combination of hard work and luck, she was successful.
	Conjunction	<p>Links clauses, words or phrases acting as cohesive devices.</p> <p>Coordinating - joins clauses and other phrases or words that are of the same importance in the sentence.</p>	<p><u>Coordinating</u>: I like bananas <u>and</u> I like apples.</p> <p>"Mum, please can I borrow your brown shoes <u>and</u> bag?" yelled</p>

	Subordinating - introduces a subordinate clause.	Lizzie. <u>Subordinating:</u> Mr Smith confiscated Lucy's phone <u>because</u> he thought she was a student. <u>Because</u> he thought she was a student, Mr Smith confiscated Lucy's phone.
Word family	Related to each other by spelling, grammar and meaning. When you can spell one member of the family, you can use it to help spell other words.	write - writer- writing - rewrite
Prefix	A group of letters that can be added to the beginning of the root word.	Dis + appear = disappear Un + well = unwell Im + possible = impossible Sub + marine = submarine
Clause Main Clause Subordinate Clause	A group of words that contains a subject and a verb. Main Clause - a clause that can be used on its own in a sentence. Subordinate Clause - cannot be used on its own - helps to give more meaning to the main clause. Often start with a subordinating conjunction.	Clause: He laughed all the way home. <u>Main Clause</u> and <u>Subordinate Clause:</u> <u>He laughed all the way home</u> <u>because the children had told him a joke.</u> <u>Because the children had told him a joke,</u> <u>he laughed all the way home.</u>
Direct speech Inverted Commas	The exact words someone has said. Punctuated by inverted commas.	" <u>Can we meet up tomorrow?</u> " Sarah asked.

	Consonant	B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, V, X, Z	
	Consonant letter vowel	W and Y - can be a vowel or consonant depending on its position in a sentence	
	Vowel letter	a, e, i, o, u preceded by 'an' in a sentence	
	Present perfect verbs	Used for something that happened and is still relevant or meaningful now or for something that started happening in the past and is still happening now. Formed with the simple present tense of have + the past participle or -ed form of the main verb.	He <u>has played</u> football twice today and his kit is filthy. He <u>has played</u> for this team for several years. He <u>has played</u> football twice today. <u>I've played</u> football twice today.
Year 4 Terminology	Determiner	Used before a noun or at the start of a noun phrase. Tell you which one, how many or how much.	a, the, some, any, my, each, every, either
	Pronoun	Used instead of nouns or noun phrases.	me, herself, yours, this, who, everything.
	Possessive pronoun	Tells you who owns the thing you are talking about or who is involved in the process or action.	Lucy was using a phone. It was <u>hers</u> . "Can I borrow <u>your</u> shoes please?" asked Lizzie.
	Adverbial	An adverb, phrase or clause that modifies a verb to show: <ol style="list-style-type: none"> 1. When, how often or how long 2. How much or to what extent 3. How or in what way 4. Where 5. Why or for what purpose 	<ol style="list-style-type: none"> 1. They went on holiday <u>yesterday afternoon</u>. 2. He worked <u>very hard</u>. 3. She stood <u>with her head bent to one side</u>. 4. The dog slept <u>under the table</u>. 5. Everyone had arrived <u>for the meeting</u>.
	Fronted Adverbial	An adverbial that appears at the start of a sentence. They bring the attention to the time, manner, place, purpose or frequency of an action. Usually followed by commas.	<u>Before the sun came up</u> , he ate his breakfast. <u>All night long</u> , she danced. <u>As fast as he could</u> , the rabbit hopped. <u>Under the clock</u> , he stood and waited. <u>By the train station</u> , we met.
Year 5 Terminology	Modal verb	Used to express possibility, ability or likelihood.	We <u>could</u> stay tomorrow. He <u>should be</u> able to help you. Tom <u>can</u> play the guitar. It <u>may</u> rain.
	Relative pronoun	Introduces a clause that gives more information about a	That, which, who, whom, whose

	noun.	
Relative clause	A type of subordinate clause which starts with a relative pronoun.	The book, <u>which he wrote when he was only 21</u> , was very interesting. The book <u>that we bought today</u> was very interesting.
Parenthesis	Words or phrases inside brackets, commas or dashes that has added explanation to a sentence. If you take the words or phrases that are between the brackets, commas or dashes, the sentence should still make sense.	I looked up (<u>squinting because of the sun</u>) and saw birds flying. I looked up, squinting because of the sun, and saw the birds flying. I looked up - squinting because of the sun - and saw the birds flying.
Bracket	Used for parenthesis (see above)	I looked up (<u>squinting because of the sun</u>) and saw birds flying.
Dash	Used in informal writing in the same way that commas and semi-colons are used: to show where clauses begin or end; to indicate that two sentences are lined to each other; or to introduce items in a list.	Jogging takes it out of you - especially if you aren't used to it. There was a pool and a cinema - it was the best holiday ever!
Cohesion	Ways the writer makes the different parts of a text link together.	<ul style="list-style-type: none"> • Grouping sentences together in paragraphs. • Using particular words and phrases to link ideas. • Linking different paragraphs together.
Ambiguity	A sentence contains ambiguity if it could be open to more than one meaning. Pupils are taught to use a hyphen to avoid ambiguity.	'Jaws is about a man eating shark' could be ambiguous, but with the insertion of a hyphen becomes much clearer: 'Jaws is about a man-eating shark'.
Semi-colon	Can be used to: <ol style="list-style-type: none"> 1. Separate longer phrases in a list. 	<ol style="list-style-type: none"> 1. I need: yoghurt; as many bananas as you have; a tub of vanilla ice cream; and chocolate to sprinkle

		2. Separate two sentences or main clauses which are of equal importance.	on top. 2. The film was brilliant; I had a great time.
	Finite Verbs	Show the tense. A sentence normally needs at least 1 finite verb.	I <u>want</u> a new phone. I <u>wanted</u> a new phone.
	Non-finite Verbs	Add extra information and do not indicate a tense. Do not make sense by themselves in a sentence, they need a finite verb.	<u>Wanting</u> a new phone, Jack called in to the store.
Year 6 Terminology	Subject	Often who or what does something. The subject is usually the noun, noun phrase or pronoun before the verb.	<u>Teachers</u> work hard. <u>The dog</u> escaped from the garden.
	Object	In some sentences the verb has an object. Normally the object is the noun, noun phrase or pronoun which comes just after the verb. The object is often the person or thing on the receiving end of the action.	Sam was reading <u>that book</u> . The banks lend <u>billions</u> every year.
	Active	The subject is often who or what does something.	The snake attacked the mouse.
	Passive	The subject receives the action.	The mouse was attacked by the snake.
	Synonym	Words that mean the same or nearly the same as each other.	enormous, huge, massive, gigantic, giant, colossal
	Antonym	Words that mean the opposite of each other.	quick slow
	Ellipsis	A set of three dots used to show that a word has been missed out or a sentence is not finished.	Suddenly, the door opened... Don't tell me...
	Hyphen	Used to join two or more words or to join some prefixes to words.	Co-ordinate A 15-year-old boy A bad-tempered troll
	Colon	Can be used to: 1. Introduce a list 2. Introduce examples or explanations	1. I play the following sports: hockey, badminton, tennis and rounders. 2. I like the colour blue: it is the colour of my favourite team.

	Bullet points	Used to draw attention to important information within a document so that it is easy to identify key facts and issues.	Students gave the following reasons for choosing to join after-school clubs: <ul data-bbox="1411 279 2004 391" style="list-style-type: none">• Chance to learn new skills.• Enjoy spending time with their friends.• Get to know their teachers.
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