Westwood Primary School

Grammar Glossary

January 2019

Grammar glossary for English curriculum 2014

Word classes

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* ...
Adjective	An **adjective** is a 'describing' word: it is a word used to describe (or tell you more about) a noun. *Example*: 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) 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*)
Verb	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. *running, eating, sitting*. All sentences have a subject and a verb. The subject is the person or thing doing the action: *Example*: Cats purr (Cats is the subject and purr is the verb)

Auxiliary verb (Modal verb)	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. 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. Examples: 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)
Adverb	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: E.g. soft – *softly*; slow – *slowly*.
Adverb or Adjective?	Some words can be either adverbs or adjectives depending on what they do in a sentence, e.g. *fast, hard, late.* If they answer the questions: How? When? Where? or Why? – they are adverbs. If they answer the question: "What is it like?" – they are adjectives, and will be telling you more about a specific noun. Examples: *Life is hard.* (adjective) *Kim works hard.* (adverb) *The train arrived early.* (adverb) *I took an early train.* (adjective)

Pronoun	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 <u>pronoun</u> (which means 'for a noun')
	We use <u>pronouns</u> so that we do not have to repeat the same nouns over again.
	<u>Have a look at the following sentence:</u> When Barnaby stroked the cat and listened to the cat purring softly, Barnaby felt calm and peaceful.
	<u>Compare it with the same sentence where some of the nouns have been replaced by pronouns:</u> When Barnaby stroked the cat and listened to **it** purring softly, **he** felt calm and peaceful.
Personal pronoun	A personal pronoun is a word which can be used instead of a person, place or thing.
	There are twelve personal pronouns for people: I, you, he, she, it, we, they, me, him, her, us and them.
	There are three personal pronouns for things: they, them, it.
Possessive pronouns	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).
	Possessive pronouns are used to avoid repetition of the noun. For example: John put **John's** bag on **John's** peg. He walked to **John's** classroom.
	If you use pronouns the sentence reads: John put **his** bag on **his** peg. He walked to **his** classroom.

Other word classes and grammatical terms

Term	Definition
Prepositions	Prepositions are words which show the relationship of one thing to another. Examples: Tom jumped **over** the cat. The monkey is **in** the tree. These words tell you where one thing is in relation to something else. Other examples of prepositions include: **up, across, into, past, under, below, above** ...
Determiners	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. Determiners include: articles a/an, the demonstratives this/that, these/those possessives my/your/his/her/its/our/their quantifiers some, any, no, many, much, few, little, both, all, either, neither, each, every, enough numbers three, fifty, three thousand etc some question words which (which car?), what (what size?), whose (whose coat?)
Conjunctions	Conjunctions are used to join words, phrases, or clauses in a sentence. For example: and, but, for, or, neither, nor, yet, although, because, if, until, unless, when, where, while, whereas.
Coordinating conjunctions	Coordinating conjunctions join words or clauses which are of equal importance in a sentence. They form compound sentences. For example: and, but, for, or, neither, nor, yet (Would you prefer tea and biscuits, or coffee and cake?)

Subordinating conjunctions	Subordinating conjunctions are used to link a main and a dependent clause. They are used to form complex sentences. For example: although, because, if, until, unless, when, where, while, whereas (Mira felt brave because she had her lucky pebble.)
Connective	Connectives are used to link ideas in a piece of writing. They often occur at the start of a sentence and connect it with a previous sentence or paragraph. For example: moreover, nevertheless, finally, furthermore, and, thus (Nevertheless, he still remains popular with his millions of fans and continues to have hit records all over the world.)
Article	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*.

Features of sentences/Types of sentences

Term	Definition
Declarative sentence (statement)	These are sentences which state facts. e.g.: It is hot. The butter is in the fridge.
Interrogative sentence (question)	Interrogative sentences (questions) are sentences which ask for an answer. e.g.: Are you hot? Where is the butter?
Imperative sentence (command)	These are sentences which give orders or requests. e.g.: Play the movie. Give me a dinosaur for my birthday.
Exclamatory sentence (exclamation)	Exclamatory sentences (exclamations) are sentences which express a strong feeling of emotion. e.g.: My goodness, it's hot! I absolutely love this movie!
Clause	A clause is a group of words which does contain a verb; it is part of a sentence. There are two kinds of clauses: 1. A *main clause* (makes sense on its own) e.g.: Sue bought a new dress. 2. A *subordinate clause* (does not make sense on its own; it depends on the main clause for its meaning) E.g.: Sue bought a new dress *when she went shopping.* *'when she went shopping' is the subordinate clause as it would not make sense without the main clause.
Phrase	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

Sentence	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. For example: Desert animals are often nocturnal because it is cooler for hunting at night.
Simple sentence	A simple sentence must have a subject and a verb For example: The cat is sleeping.
Multi-clause sentences (Used to be called compound and complex sentences)	A compound sentence consists of simple sentences joined by conjunctions such as and or but. For example: The cat is sleeping but the dog is awake.
	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 although and because. For example: The cat was sleeping because it was bored.
Subject-verb agreement	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. For example: The books are on the table. The book is on the table.
Active and Passive voice	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. For example: Active – The dog bit Ben. (The subject is performing the action). Passive – Ben was bitten by the dog. (The subject is on the receiving end of the action).

Vocabulary/language strategies

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
Antonyms	These are words with the opposite meaning to another word. The antonym of up is down The antonym of tall is short The antonym of add is subtract
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	Suffixes are added to the end of an existing word to create a new word with a different meaning. Adding 'ish' to child – childish Adding 'able' to like – likeable Adding 'ion' to act – action
Root words	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. help is a root word It can grow into: helps helpful helped helping 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)
	   The man claimed that he was "shocked to hear the news".
	
	• Direct speech
	   Janet asked, "Why can't we go today?"
	
	• Words that are defined, that follow certain phrases or that have special meaning
	   'Buch' is German for book.
	   The book was signed 'Terry Pratchett'.
	   The 'free gift' actually cost us forty pounds.

Apostrophes	Used to show that letters have been left out (contractions) or to show possession (i.e. 'belonging to')
	
	 <u>Showing Contraction:</u>
	 The apostrophe takes the place of the letters that have been missed out when the words have been combined.
	
	 <u>Examples</u>
	 Is not = isn't
	 Could not = couldn't
	
	 <u>Showing Possession:</u>
	 With nouns (plural and singular) not ending in an s add 's:
	    the girl's jacket, the children's books
	
	 With plural nouns ending in an s, add only the apostrophe:
	    the guards' duties, the Jones' house
	
	 With singular nouns ending in an s, you can add either 's or an apostrophe alone:
	    the witness's lie or the witness' lie (be consistent)

Commas in a list	Used between a list of three or more words to replace the word and for all but the last instance. 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.
Commas to mark phrases or clauses	*To indicate contrast:* The snake was brown, not green, and it was quite small. *Where the phrase (embedded clause) could be in <u>brackets</u>:* The recipe, which we hadn't tried before, is very easy to follow.

Commas to mark phrases or clauses (continued)	Where the phrase adds relevant information: Mr Hardy, aged 68, ran his first marathon five years ago. To mark a subordinate clause: If at first you don't succeed, try again. Though the snake was small, I still feared for my life. Introductory or opening phrases: In general, sixty-eight is quite old to run a marathon. On the whole, snakes only attack when riled. Conjunctive verbs: Unfortunately, the bear was already in a bad mood and, furthermore, pink wasn't its colour.
Brackets (also known as parentheses)	Used for additional information or explanation. To clarify information: Jamie's bike was red (bright red) with a yellow stripe. For asides and comments: The bear was pink (I kid you not). To give extra details: His first book (The Colour Of Magic) was written in 1989.
Ellipsis	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). A pause in speech: "The sight was awesome... truly amazing." At end of a sentence to create suspense: Mr Daily gritted his teeth, gripped the scalpel tightly in his right hand and slowly advanced...

Dash	Used to show interruption (often in dialogue) or to show repetition. To show interruption: "The girl is my – " "Sister," interrupted Miles, "She looks just like you." To show repetition: "You-you monster!" cried the frightened woman. "St-st-stop!" stammered the boy.
Colons	Used before a list, summary or quote Used to complete a statement of fact Before a list: I could only find three of the ingredients: sugar, flour and coconut. 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.