



Inspire, Encourage, Enthuse, Enable

Spelling, Punctuation and Grammar Terminology

Helping your child with spelling, punctuation and grammar at home

Please find below a glossary of the terminology that children may be asked questions about and are expected to know and use by the end of Key Stage 2. There is more information on the school website, within the document titled 'Grammar and Punctuation Curriculum', on which terms the children are expected to know in each year group.

The purpose of this glossary is for you to use it as a reference guide to support your child's learning in school. Some of this you will obviously know but some of it does get rather technical, so please do not worry about coming to ask for further clarification if required.

Term	Explanation	Example
active voice	<p>When the <u>subject</u> of a <u>verb</u> carries out an action.</p> <p><i>(see also passive voice)</i></p>	<p>David Beckham scored the penalty.</p>
adjective	<p>An adjective is a “describing word”: it is a <u>word</u> used to describe (or tell you more about) a <u>noun</u>.</p> <p>The surest way to identify adjectives is by the ways they can be used:</p> <ul style="list-style-type: none"> • before a <u>noun</u>, to make the noun’s meaning more specific <p>or</p> <ul style="list-style-type: none"> • after the <u>verb to be</u>, as its complement. <p>Adjectives cannot be modified by other adjectives. This distinguishes them from nouns, which can be.</p>	<p>The burglar was wearing a black jacket, a furry hat and a large mask over his face. The pupils did some really excellent work. <i>(adjective used before a noun, to modify it. The words in red tell us more about the noun that follows)</i></p> <p><i>An adjective usually comes before a noun but sometimes it can be separated from its noun and come afterwards:</i></p> <p>Ben looked frightened; the dog was very fierce. Their work was excellent. <i>(adjective used after the verb to be, as its complement)</i></p>

Term	Explanation	Example
<p>adverb</p>	<p>Adverbs are generally defined as <u>words</u> that can tell you more about what happens in a <u>sentence</u> by adding to the meaning of the <u>verb</u>.</p> <p>The best way to identify adverbs is by the ways they can be used. They can <u>modify</u> (describe):</p> <ul style="list-style-type: none"> • a <u>verb</u> • an <u>adjective</u> • another adverb; or • a whole <u>clause</u>. <p>They can answer the questions: 'how?' ('happily') 'when?' ('always') 'where?' ('here') 'why?'</p> <p>However, adverbs have many other functions. For instance, adverbs of degree, such as 'very' or 'extremely', answer the question 'how much?' They can tell you more about an adjective ('very happy') or another adverb ('extremely quickly').</p> <p>Most adverbs in English end in -ly and come from <u>adjectives</u>: soft – softly; slow – slowly</p>	<p>Joshua soon started snoring loudly. <i>(adverbs modifying the verbs 'started' and 'snoring')</i></p> <p>That match was really exciting! <i>(adverb modifying the adjective 'exciting')</i></p> <p>We don't get to play games very often. <i>(adverb modifying the other adverb, 'often')</i></p> <p>Fortunately, it didn't rain. <i>(adverb modifying the whole clause 'it didn't rain' by commenting on it)</i></p> <p>Adverbs such as 'possibly', 'probably' and 'maybe' express degrees of possibility. Like <u>modal verbs</u>, they are often used to avoid being too definite when making a point. They help to 'cover' the speaker/writer by suggesting that you cannot be sure of a fact, or there may be some exceptions to the point being made.</p> <p>For example: 'CO2 emissions are probably a major cause of global warming.'</p> <p>Adverbs such as 'also', 'however' and 'therefore' are frequently used to make <u>cohesive</u> links between sentences. They usually come at or near the beginning of a new sentence.</p>

Term	Explanation	Example
adverbial phrase	<p>A <u>phrase</u> that acts like an <u>adverb</u> is known as an adverbial. A <u>fronted adverbial</u> is one that comes at the start of a sentence.</p> <p><i>(See also 'fronted adverbial')</i></p>	
ambiguity / ambiguous	<p>Ambiguity is where there is a doubtful or double meaning, or where the meaning is not clear. Sometimes this is intentional, but often it is not.</p> <p>Ambiguity can be caused by inadequate or incorrect <u>punctuation</u>.</p>	<p>Often, you can solve this problem by re-ordering the sentence or using more precise punctuation.</p> <p>I rode my horse wearing red pyjamas. Is it the horse that's wearing pyjamas? Try...</p> <p>Wearing red pyjamas, I rode my horse.</p>
antonyms	<p>Antonyms are <u>words</u> that are opposite in meaning.</p>	<p>The antonym of up is down. The antonym of tall is short. The antonym of add is subtract. The antonym of hot is cold.</p>

Term	Explanation	Example
<p>apostrophe</p>	<p>The apostrophe (') is a <u>punctuation</u> mark that has two completely different uses:</p> <ul style="list-style-type: none"> • showing the place of missing letters (e.g. I'm for I am) • showing possession (e.g. Hannah's mother) 	<p><u>Contractions:</u> is not = isn't could not = couldn't</p> <p><u>We're</u> going out and <u>we'll</u> get something to eat. <i>(showing missing letters)</i></p> <p><u>Showing Possession:</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</p> <p><i>(be consistent)</i></p>

Term	Explanation	Example
<p>article</p>	<p>An article is always used with and gives some information about a <u>noun</u>. There are three articles: a, an and the.</p> <p>The articles the (<i>definite</i>) and a or an (<i>indefinite</i>) are the most common type of <u>determiner</u>.</p> <p><i>* 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 <u>vowel</u> sound, you should use an; if a word begins with a <u>consonant</u> sound, you should use a.</i></p> <p><i>(see also determiner)</i></p>	<p>e.g. the chair; a table; an elephant</p> <p>The dog found a bone in an old box.</p>
<p>auxiliary verb</p>	<p>The auxiliary verbs are 'be', 'have' and 'do' and the <u>modal verbs</u>.</p> <p>They can be used to make <u>questions</u> and negative <u>statements</u>.</p> <p><i>(See also 'verb')</i></p>	<p>In addition:</p> <ul style="list-style-type: none"> • 'be' is used in the progressive and passive • 'have' is used in the perfect • 'do' is used to form questions and negative statements if no other auxiliary verb is present.

Term	Explanation	Example
brackets	<p>Brackets () are <u>punctuation</u> marks used for additional information or explanation.</p> <p>They keep <u>words</u> cordoned off from the rest of the <u>sentence</u>. The enclosed words add extra information to, but are not essential to, the meaning of the sentence.</p> <p><i>(see also parenthesis)</i></p>	<p>To clarify information: Jamie's bike was red (bright red) with a yellow stripe.</p> <p>For asides and comments: The bear was pink (I kid you not).</p> <p>To give extra detail: His first book (The Colour Of Magic) was written in 1989.</p>
bullet point	<p>Bullet points organise information into a list, with each bullet point starting on a new line. In some cases, the printed dot is known as a bullet and the <u>word</u> or <u>sentence</u> following it is sometimes known as the point.</p>	<p>For the school trip next Thursday, children will need to bring:</p> <ul style="list-style-type: none"> • waterproof clothing in case of rain • packed lunch and drink • notebook and pen • trainers or walking shoes
capital letter	<p>A letter of the alphabet (uppercase letter) that usually differs from its corresponding lowercase letter in form and height; A, B, Q as distinguished from a, b, q.</p>	<p>Capital letters are used: TO BEGIN SENTENCES TO BEGIN PROPER NOUNS TO BEGIN WORDS IN TITLES TO BEGIN WORDS OF EXCLAMATION TO WRITE THE PRONOUN 'I'</p> <p>After school Ted plays football in Royston.</p>

Term	Explanation	Example
<p>clause</p>	<p>A clause is a group of words which does contain a verb; it is part of a sentence.</p> <p><i>There are two kinds of clause:</i></p> <p>Main clause – A clause that makes complete sense on its own. A main clause can be a sentence on its own.</p> <p>Subordinate clause – A clause which does not make sense on its own, but gives extra information to the main clause. It depends on the main clause for its meaning. A subordinate clause cannot be a sentence on its own. Often a subordinate clause will start with a subordinating conjunction. (see <u>underlined</u> words opposite and conjunctions)</p>	<p>Main clause Sue bought a new dress. My sister is older than me.</p> <p>Subordinate clause After she noticed the errors, the teacher returned the homework. Although I was scared, I crept inside. (Subordinate clause at the start of a main clause)</p> <p>(If the subordinate clause starts the sentence, you will most of the time use a comma)</p> <p>Jan wrote a thank you note since she received a gift. I can't remember if I locked the door. Sue bought a new dress when she went shopping. (Subordinate clause at the end of a main clause)</p> <p>(If the main clause comes first, no comma is necessary)</p>

<p>clause continued ...</p>	<p>Embedded clause – An embedded clause is a subordinate clause used in the middle of a main clause. <i>(See also relative clause)</i></p> <p>In other words, an embedded clause is a clause (a group of words that includes a subject and a verb) that is within a main clause, usually marked by commas.</p> <p>Information related to the sentence topic is put into the middle of the sentence to give the reader more information and enhance the sentence.</p>	<p>Embedded clause My bike, which is very old, is broken. The witch, who has green eyes, is very spooky. This house, where I grew up, looked very different year ago.</p> <p><i>(Commas are used to separate the clause that has been embedded from the main clause)</i></p> <p><i>(If you removed the embedded clause the main clause would stand alone as a complete sentence. However the embedded clause is reliant on the main clause so it does not make sense on its own the same as a subordinate clause)</i></p>
<p>Term</p>	<p>Explanation</p>	<p>Example</p>
<p>cohesion</p>	<p>A text which has cohesion fits logically together. The reader can see how one part moves on to another or how the end links back to the beginning.</p> <p>We use cohesive devices, such as connective phrases and determiners, to achieve cohesion.</p>	<p><i>In the example, there are repeated references to the same thing (shown by the different colours and underlines), and the logical relations, such as time and cause, between different parts are clear.</i></p> <p>A visit has been arranged for the Year 6, to the Mountain Peaks Field Study Centre, leaving school at 9.30 am. This is an overnight visit. The centre has beautiful grounds and a nature trail. During the afternoon, the children will follow the trail.</p>

Term	Explanation	Example
cohesive device	<p>Cohesive devices are words that make clear how the different parts of a text fit together. In other words, they create cohesion.</p> <p>Some examples of cohesive devices are:</p> <ul style="list-style-type: none"> • determiners and pronouns, which can refer back to earlier words • prepositions, conjunctions and adverbs, which can make relations between words clear • ellipsis of expected words 	<p>Julia's dad bought her a football. The football was expensive! <i>(determiner; refers us back to a particular football)</i></p> <p>We'll be going shopping before we go to the park. <i>(conjunction; makes a relationship of time clear)</i></p> <p>Where are you going? ...To school! <i>(ellipsis of the expected words <u>I'm going</u>; links the answer back to the question)</i></p>
collective noun	See 'noun'	
colon	Punctuation (:) which indicates that an example, a list, or more detailed explanation follows.	<p>On School journey you will need to bring: a waterproof coat, wellies, warm jumpers and any medication.</p> <p>Martin was stunned: he had never seen a firework display like it!</p>

Term	Explanation	Example
<p>comma</p>	<p>A punctuation mark (,) which shows a pause between parts of a sentence, separates clauses or separates items in a list.</p> <p>In KS1 we focus on commas to separate items in a list.</p>	<p><i>Separates items in a list:</i> Jenny’s favourite subjects are maths, literacy and art. Joe, Evan and Mike were chosen to sing at the service. Tony went to the supermarket and bought tomatoes, onions, mushrooms and potatoes. <i>(note no comma before and)</i></p> <p><i>Where the phrase (embedded clause) could be in brackets:</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 (adverbial phrases / fronted adverbials):</i> In general, sixty-eight is quite old to run a marathon. On the whole, snakes only attack when riled.</p> <p><i>Fronted verbs:</i> Unfortunately, the bear was already in a bad mood and, furthermore, pink wasn’t its colour.</p>

Term	Explanation	Example
command	See 'sentence'	
complement	<p>A verb's complement adds more information about the verb's subject (or, in some cases, its object).</p> <p>Unlike the verb's object, its complement may be an adjective. The verb <u>be</u> normally has a complement.</p>	<p>She is our teacher. <i>(adds more information about the subject, <u>she</u>)</i></p> <p>Today is Wednesday. <i>(adds more information about the subject, <u>today</u>)</i></p> <p>Learning makes me happy. <i>(adds more information about the object, <u>me</u>)</i></p>
complex sentence	<p>A sentence with a main clause and at least one subordinate clause.</p> <p><i>(see clauses)</i></p>	<p>Although it was late, I wasn't tired.</p> <p>My Gran (who is as wrinkled as a walnut) is one hundred years old.</p> <p>main clause – green subordinate clause – purple</p>
compound	<p>A compound word contains at least two root words in its make-up; e.g. whiteboard, superman.</p> <p>Compounding is very important in English.</p>	<p>blackbird blow-dry inkjet one-eyed daydream</p>

Term	Explanation	Example
<p>compound sentence</p>	<p>A sentence with two main clauses joined together with a coordinating conjunction:</p> <p>The acronym 'FANBOYS' can help children to remember coordinating conjunctions: for, and, nor, but, or, yet, so</p> <p><i>(Use a comma to separate main clauses in a compound sentence when they are separated by a coordinating conjunction. The comma goes after the first main clause and before the coordinating conjunction that separates the clauses.)</i></p> <p><i>(see clauses and conjunctions)</i></p>	<p>It was late, but I wasn't tired.</p> <p><i>(This compound sentence is made up of two main clauses: '<u>It was late</u>' and '<u>I wasn't tired</u>'. The two main clauses are joined by a comma + coordinating conjunction '<u>but</u>'.)</i></p> <p>He was happy, for he just passed his exam.</p> <p>Jack was wet, so he changed his clothes.</p> <p><i>main clause – green</i> <i>coordinating conjunction - red</i></p>
<p>connectives</p>	<p>Connective is the name for any word that links clauses or sentences together.</p> <p><i>There are two main groups of connectives: Conjunctions and Connecting Adverbs</i> <i>(see below)</i></p>	

Term	Explanation	Example
<p>conjunction</p>	<p>Conjunctions are words that are used to link clauses <u>within</u> a sentence.</p> <p>There are two main types of conjunctions:</p> <p>Coordinating conjunctions – links two main clauses to make compound sentences. The acronym 'FANBOYS' can help children to remember coordinating conjunctions: for, and, nor, but, or, yet, so</p> <p>Subordinating conjunctions – go at the start of a subordinate clause so they work to link the subordinating clause to the main clause: when, while, before, after, since, until, if, because, although, that ...</p>	<p><u>I was angry, but I didn't say anything.</u> <u>Kylie ate pancakes, and he devoured an apple.</u> <i>(links two <u>main clauses</u> to make a compound sentence)</i></p> <p>We were hungry <u>when we got home.</u> <u>Because it was raining, we stayed inside.</u> <i>(introduces a <u>subordinate clause</u>)</i></p>

Term	Explanation	Example
<p>connecting adverbs <i>(connectives)</i></p>	<p>Connecting adverbs / connectives link the ideas in two sentences together but the two sentences still <u>remain separate</u>.</p> <p><i>Connecting adverbs link ideas in several different ways:</i></p> <p>Cause and effect – because of this, as a result, therefore, consequently ...</p> <p>Addition – also, furthermore, moreover ...</p> <p>Opposition – however, nevertheless, on the other hand, alternatively ...</p> <p>Reinforcing – besides, anyway, after all ...</p> <p>Explaining – for example, in other words, that is to say ...</p> <p>Listing – first(ly), first of all, to begin with, finally ...</p> <p>Indicating time – just then, meanwhile, later ...</p>	<p>I was angry. However, I didn't say anything.</p> <p>I will not be able to attend the show. Therefore, I have extra tickets for anyone that can use them.</p> <p>Andrew needed to be home early. Consequently, he left school at 2.30 p.m.</p> <p>Amy practiced the piano. Meanwhile, her brother practiced the violin.</p> <p><i>(commas are often used to mark off connecting adverbs)</i></p>
<p>consonant</p>	<p>All letters of the alphabet except a, e, i, o, u.</p>	

Term	Explanation	Example
contraction	<p>A contraction is one word made from two words.</p> <ul style="list-style-type: none"> • The first word usually stays the same. • Certain letters are taken out of the second word. • An apostrophe will fill the space of the missing letters. • 	<p>do not - don't would not - wouldn't have not - haven't is not – isn't</p>
co-ordination	<p>Words or main clauses are co-ordinated if they are linked as an equal pair by a co-ordinating conjunction (e.g. and, but, or).</p> <p>In the examples given, the co-ordinated elements are shown in bold, and the conjunction is <u>underlined in bold red</u>.</p>	<p>Susan <u>and</u> Jason met in a café. <i>(links the words <u>Susan</u> and <u>Jason</u> as an equal pair)</i></p> <p>Susan got a bus <u>but</u> Jason walked. <i>(links two main clauses as an equal pair)</i></p> <p>They talked <u>and</u> drank tea for an hour. <i>(links two main clauses as an equal pair)</i></p>
dash <i>(see also parenthesis)</i>	<p>Punctuation (–) which indicates a stronger pause than a comma.</p> <p>Can be used like a comma or bracket to add parenthesis.</p>	<p>I stood – waiting – waiting – waiting.</p> <p>The woman – only 25 years old – was the first to win a gold medal for Britain.</p>

Term	Explanation	Example
<p>determiner</p> <p><i>(see also article)</i></p>	<p>Determiners are the most frequently used words in English.</p> <p>They are words that introduce a noun and provide some information about it (<i>but do NOT describe it</i>).</p> <p>For example: who it belongs to, how many, or sometimes to ask questions.</p>	<p>Examples:</p> <p>the ball</p> <p>his son</p> <p>five cats</p> <p>more cars</p> <p>that pupil</p> <p>This car is yours.</p> <p>Some new cars.</p>
<p>dialogue</p>	<p>A conversation between two or more people.</p>	<p>“Who’s there?” asked Oliver.</p> <p>“Doctor”, replied the mysterious man behind the door.</p> <p>“Doctor Who?” Oliver enquired.</p> <p>“Exactly...” came the ominous response.</p>
<p>digraph</p>	<p>A type of <u>grapheme</u> where two letters represent one <u>phoneme</u>.</p> <p>Sometimes, these two letters are not next to one another; this is called a split digraph.</p>	<p>The digraph ea in each</p> <p>The digraph sh in shed</p> <p>The split digraph i-e in line</p>

Term	Explanation	Example
direct speech	When you write down the actual words that are spoken and use speech marks / inverted commas .	“Who’s there?” asked Violet.
ellipsis	Punctuation (...) used to show a pause in someone’s speech or thoughts, and to build tension or show that a sentence is not finished.	<p><i>A pause in speech:</i> “The sight was awesome... truly amazing.”</p> <p><i>At the end of a sentence to create suspense:</i> Mr Daily gritted his teeth, gripped the weapon tightly in his right hand and slowly advanced...</p>
embedded clause	See ‘ clauses ’	
etymology	A word’s etymology is its history: its origins in earlier forms of English or other languages, and how its form and meaning have changed.	The word school was borrowed from a Greek word (<i>skhole</i>) meaning ‘leisure’.
exclamation	See ‘ sentence ’	
exclamation mark	A punctuation mark (!) indicating strong feelings, something unusual or high volume (<i>shouting</i>). Punctuation which shows something is being exclaimed or said with feeling or surprise.	Stop that now! What a triumph! I’ve just about had enough! Wonderful!

Term	Explanation	Example
<p>expanded noun phrase</p>	<p>Expanded noun phrases add information to nouns (naming words). They make your writing more interesting and can help the reader to build a picture in their minds.</p> <p>See 'noun phrase'</p>	<p><i>Examples of nouns:</i> house, garden, lady, creature</p> <p><i>Expansion before and after the noun:</i> The spooky house on the hill ... An overgrown garden with litter scattered everywhere...</p>
<p>finite verb</p>	<p>Finite verbs can stand on their own as the only verb in a sentence. They can be in the present tense, the past tense, or imperatives.</p> <p>Verbs that are not finite, such as participle or infinitives, cannot stand on their own: they depend on another verb in the sentence.</p>	<p>Lizzie does the dishes every day. <i>(present tense)</i> Even Hana did the dishes yesterday. <i>(past tense)</i> Do the dishes, Michael! <i>(imperative)</i></p> <p><i>Not finite verbs:</i> I have done them. <i>(depends on the finite verb <u>have</u>)</i> I will do them. <i>(depends on the finite verb <u>will</u>)</i> I want to do them! <i>(depends on the finite verb <u>want</u>)</i></p>

Term	Explanation	Example
first person	<p>When the writer speaks about himself or herself.</p> <p>Only 'i/we/me/us' are used as pronouns when writing in the first person.</p>	<p>My family all went to the park. We all loved it, me especially. I always love the slide.</p>
formal language	<p>Language which follows the traditional rules, without using casual or colloquial vocabulary.</p> <p><i>Colloquial language is the language of everyday speech. It changes rapidly, and most people master several forms of colloquial language for different situations.</i></p> <p><i>Text messaging, personal emails, and the language of social networking sites all use various written forms of colloquial writing.</i></p> <p><i>(see informal language)</i></p>	

Term	Explanation	Example
<p>fronted adverbial</p> <p><i>(adverbial phrase)</i></p>	<p>A fronted adverbial / adverbial phrase is a word, phrase or clause that goes at the beginning of a sentence.</p> <p>Fronted adverbials / adverbial phrases are used to describe <i>(give more information about)</i> the verb (<i>action</i>) in the sentence.</p> <p>Adverbials are used to explain how, where, when or why something happened; they are like adverbs made up of more than one word.</p> <p>Of course, adverbs can be used as an adverbial, but many types of words and phrases can be used this way, including preposition phrases and subordinate clauses.</p>	<p><i>Fronted adverbials / adverbial phrases must be followed by a comma:</i></p> <p>Like a speeding bullet, Before lunch, Beyond the mountains,</p> <p>The bus leaves in five minutes. <i>(preposition phrase as adverbial: modifies leaves)</i></p> <p>As soon as the train had left the station, Tom jumped from the carriage door. <i>(subordinate clause as adverbial: modifies jumped)</i></p> <p>Abby complained constantly. <i>(adverb: modifies complained)</i></p>
<p>full stop</p>	<p>A punctuation mark (.) used at the end of a sentence or an abbreviation</p>	<p>Terry Pratchett's latest book is not yet out in paperback. I asked her whether she could tell me the way to Brighton.</p> <p><i>English grammar has many rules and exceptions.</i></p>

Term	Explanation	Example
future tense	<p>Writing about what will happen.</p> <p>We usually place will in front of verbs when writing in the future tense.</p>	<p>Next week, Emma will be going to Secondary school. She will have to wear a blazer and tie!</p>
grapheme	<p>A letter, or combination of letters, that corresponds to a single <u>phoneme</u> within a word.</p>	<p>The grapheme t in the words ten, bet and ate corresponds to the phoneme /t/.</p> <p>The grapheme ph in the word dolphin corresponds to the phoneme /f/.</p>
Grapheme-phoneme correspondences GPC	<p>The links between letters, or combinations of letters (graphemes), and the speech sounds (phonemes) that they represent.</p> <p>In the English writing system, graphemes may correspond to different phonemes in different words.</p>	<p>The grapheme s corresponds to the phoneme /s/ in the word <u>s</u>ee, but ...</p> <p>... it corresponds to the phoneme /z/ in the word ea<u>s</u>y.</p>
homonym	<p>Two different words are homonyms if they look exactly the same when written, and sound the same when said.</p>	<p>Has he left yet? Yes – he went through the door on the left.</p> <p>The noise a dog makes is called a bark. Trees have bark.</p>

Term	Explanation	Example
homophones	Words which sound the same but are spelt differently and have different meanings.	their, there, they're I, eye hear, here to, too, two
hyphen	Punctuation (-) which joins one or more words or adds a prefix to a word.	Happy-go-lucky
idiom	<p>An idiom is an expression or 'saying' that is not taken literally (phrases in a language which do not mean exactly what they say).</p> <p><i>Idioms come from a variety of different sources; some are regional as well as historical but can be heard in everyday conversations even though on their own they don't appear to make any sense.</i></p>	<p>'I'm feeling blue' – I'm feeling sad 'a piece of cake' – easy 'raise the roof' – make a lot of noise/celebrate 'You look a bit under the weather today' – you look ill 'She's the apple of his eye' – he cherishes her</p>
infinitive verb	<p>A verb's infinitive is its bare root-word (e.g. walk, be). It is the form that is usually found in the dictionary.</p> <p>Infinitives are often used:</p> <ul style="list-style-type: none"> • after <u>to</u> • after <u>modal verbs</u>. 	<p>I want to walk.</p> <p>I will be quiet.</p>

Term	Explanation	Example
<p>informal language</p> <p><i>(see also formal language)</i></p>	<p>Language which does not follow the traditional rules. It can be a use of colloquial word or expressions.</p> <p><i>Colloquial language is the language of everyday speech. It changes rapidly, and most people master several forms of colloquial language for different situations.</i></p> <p><i>Text messaging, personal emails, and the language of social networking sites all use various written forms of colloquial writing.</i></p>	<p>Init</p> <p>Dude</p> <p>Wicked</p> <p>Cute</p>
<p>letter</p>	<p>A character representing one or more of the sounds used in speech. Written words are made up of letters.</p>	<p>In KS1 children have to be able to identify letters from phonemes or sounds.</p> <p>The word 'cat' has three letters and three phonemes.</p> <p>The word 'catch' has five letters and three phonemes.</p> <p>The word 'caught' has six letters and three phonemes.</p>
<p>main clause</p>	<p>See 'clauses'</p>	

Term	Explanation	Example
metaphor	Compares different things by saying one thing is another.	<p>The sea is a fearsome dragon.</p> <p>Susie has a heart of gold!</p> <p>The raindrops were jewels in her hair.</p> <p>Peter became a lion – frightened of nothing.</p> <p>Zak’s voice is music to my ears.</p>
modal verb <i>(see also verbs)</i>	<p>Modal verbs are used to change the meaning of other verbs. They can express degrees of certainty, ability, or obligation.</p> <p>A modal verb only has <u>finite</u> forms and has no suffixes (e.g. <i>I sing – he sings</i>, but not <i>I must – he musts</i>).</p>	<p><i>The main modal verbs are:</i></p> <p>will, would, can, could, may, might, shall, should, must and ought.</p> <p>I can do this maths work by myself.</p> <p>This ride may be too scary for you!</p> <p>You should help your little brother.</p> <p>Is it going to rain? Yes, it might.</p>
modify	<p>One word or phrase modifies another by making its meaning more specific.</p> <p>Because the two words make a <u>phrase</u>, the ‘modifier’ is normally close to the modified word.</p>	<p>In the phrase primary-school teacher:</p> <ul style="list-style-type: none"> • teacher is modified by primary-school (to mean a specific kind of teacher) • school is modified by primary (to mean a specific kind of school)
morphology	<p>A word’s morphology is its internal make-up, consisting of a root word plus any changes (e.g. the addition of suffix).</p> <p>Dictionaries normally give only the root word.</p>	<p>dogs has the morphological make-up: dog + s.</p>

Term	Explanation	Example
<p>noun</p>	<p>Nouns are sometimes called ‘naming words’ because they name people, places and things: giraffe, telephone, Rachel...</p> <p>A noun can almost always be used after determiners such as <i>the</i>.</p> <p>Nouns can be classified as:</p> <ul style="list-style-type: none"> • common nouns • proper nouns • collective nouns • abstract nouns 	<p><i>Here are some types of noun:</i></p> <p>Common noun A common noun is a noun that is used to name everyday things (nonspecific): cars, toothbrushes, trees... and kinds of people: man, woman, child...</p> <p>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.</p> <p>Collective noun Collective nouns are names for a collection or a number of people or things: army, bunch, team, swarm... A herd of cows. A flock of sheep. A parliament of owls. A crowd of people.</p> <p>Abstract noun An abstract noun describes things that cannot actually be seen, heard, smelt, felt or tasted: sleep, honesty, boredom, freedom, power, love...</p>

Term	Explanation	Example
noun phrase	<p>A noun phrase is a noun and any of the other words around it that add information or detail to that noun.</p> <p>Noun phrases are most often used for description and specification e.g. <i>plain flour</i>, <i>foxes with bushy tails</i>.</p> <p>Words can go <u>before</u> the noun: the great river and / or <u>after</u> the noun man of honour</p> <p>They <u>modify</u> the meaning of the noun.</p>	<p>He knows the back <u>streets</u>.</p> <p>I've met the last remaining <u>chief</u>.</p> <p>Almost all healthy adult <u>foxes</u> can jump.</p> <p><i>(Nouns underlined, noun phrases in red bold)</i></p>
object	<p>The person or thing that the action or verb is done to.</p>	
paragraph	<p>'Chunks' of related thoughts or ideas. They make reading easier to understand. A new paragraph usually means a change of topic, idea, time, place or argument.</p>	
parenthesis	<p>Parenthesis is a word or phrase inserted as an explanation or to provide extra information into a sentence or passage which is grammatically complete without it, in writing usually marked off by brackets, dashes, or commas.</p>	<p>My family is getting a new dog from the shelter (we are going to name him Barney).</p> <p>Marie – who turned 8 last year – is a little girl who goes to school with my brother.</p>

Term	Explanation	Example
<p>passive voice</p> <p><i>(see also active voice)</i></p>	<p>When a subject or verb has an action done to them.</p> <p>Often, the subject is not even mentioned.</p>	<p>A window was smashed.</p> <p>Our cat got run over by the bus.</p> <p>The penalty was scored by David Beckham.</p>
<p>past tense</p>	<p>Tells you about what happened in the past.</p> <p>Regular past tense verbs end in 'ed'.</p>	<p>Yesterday, Sam bought a new mobile phone.</p> <p>Juliana walked down the road.</p>
<p>personification</p>	<p>Giving human qualities to animals or objects.</p>	<p>The sun smiled on the World.</p> <p>The birds sung their beautiful song.</p>
<p>phoneme</p>	<p>A phoneme is the smallest unit of sound that signals a distinct, contrasting meaning. For example:</p> <ul style="list-style-type: none"> • /t/ contrasts with /k/ to signal the difference between tap and cap • /t/ contrasts with /l/ to signal the difference between bought and ball. <p>It is this contrast in meaning that tells us there are two distinct phonemes at work.</p>	<p>The word cat has three letters and three phonemes.</p> <p>The word catch has five letters and three phonemes.</p> <p>The word caught has six letters and three phonemes.</p>

Term	Explanation	Example
<p>phrase</p>	<p>A phrase is a group of words that are grammatically connected.</p> <p>Part of a sentence which does not contain a verb and does not make sense on its own. As it doesn't have a verb, it can't be a complete sentence.</p>	<p>In an adjective phrase, one or more words work together to give more information about an adjective.</p> <ul style="list-style-type: none"> • so very sweet • earnest in her desire • very happy with his work <p>In an adverb phrase, one or more words work together to give more information about an adverb.</p> <ul style="list-style-type: none"> • especially softly • formerly of the city of Perth • much too quickly to see clearly <p>In a noun phrase, one or more words work together to give more information about a noun.</p> <ul style="list-style-type: none"> • all my dear children • the information age • seventeen hungry lions in the rocks <p>E.g. a big dog, five minutes ago, a sunny day ...</p>

Term	Explanation	Example
<p>plurals</p>	<p>Plurals name more than one person, place or thing.</p> <p>A plural noun normally has a suffix –s or –es.</p> <p>There are a few nouns with different morphology in the plural (e.g. mice, formulae).</p>	<p><i>Most nouns are made into plurals by adding –s:</i> Three bike<u>s</u></p> <p><i>Some nouns ending in –o are made into plurals by adding –es:</i> Two mango<u>es</u></p> <p><i>Most nouns ending in <u>hissing, shushing or buzzing</u> sounds are made into plurals by adding –es:</i> Ten dress<u>es</u></p> <p><i>For words ending in a vowel and then –y, just add –s:</i> Eight turkey<u>s</u></p> <p><i>For words ending in a consonant and then –y, change –y to –i and add –es:</i> Five fl<u>ies</u></p> <p><i>Most nouns ending in –f or –fe change to –ves in the plural:</i> Six hal<u>ves</u></p>

Term	Explanation	Example
possessive	<p>A possessive can be:</p> <ul style="list-style-type: none"> • a <u>noun</u> followed by an <u>apostrophe</u> (and sometimes s) • a possessive <u>pronoun</u>. <p>A possessive names the ‘possessor’ of the noun that it <u>modifies</u>. A possessive also acts as a <u>determiner</u>.</p>	<p>Matthew’s book (<i>Matthew has the book</i>) her basketball (<i>she has the basketball</i>)</p>
prefix	<p>Prefixes are letters 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>
preposition	<p>Prepositions are words which show the relationship of one thing to another. It can be information such as time, location or direction.</p>	<p>about, above, across, after, against, along, amid, amidst, among, amongst, before, behind, below, beneath, beside, between, betwixt, beyond, by, down, during, except, for, from, in, into, near, of, off, on, over, round, since, though, till, to, towards, under, underneath, until, unto, up, upon, with, within, without</p> <p><u>Examples:</u> Tom jumped over the cat. The monkey is in the tree. <i>These words tell you where one thing is in relation to something else.</i></p>

Term	Explanation	Example
<p>present tense</p>	<p>Verbs in the present tense are commonly used to:</p> <ul style="list-style-type: none"> • talk about the present • talk about the future <p>Tells you about what is happening now.</p> <p>Verbs often end with 'ing' in the present tense. They may take a suffix –s (<i>depending on the subject</i>).</p>	<p>Jamal goes to the pool every day. <i>(names a regular event)</i></p> <p>He can swim. <i>(names a state that is now true)</i></p> <p>The bus arrives at three. <i>(names a future event)</i></p> <p>I am writing a SPaG Glossary!</p>
<p>pronoun</p>	<p>Sometimes you refer to a person or a thing not by its actual name, but by another word which stands for it.</p> <p>The word you use to stand for a noun is called a pronoun (which means 'for a noun').</p> <p>We use pronouns so that we do not have to repeat the same nouns over again.</p>	<p>When Barnaby stroked the cat and listened to it purring softly, he felt calm and peaceful.</p> <p><i>Pronouns can be further subdivided. Here are some types of pronoun:</i></p> <p>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</p> <p>Plural pronouns Plural pronouns are used to refer to more than one person or thing: E.g. we, they, us, them, ours, yours, theirs</p>

Term	Explanation	Example
<p>punctuation</p>	<p>Punctuation includes any conventional features of writing other than spelling and general layout:</p> <p>The standard punctuation marks (. , ; : ? ! – () “ ‘ ...), and also <u>word-space</u>, <u>capital letters</u>, <u>apostrophes</u>, <u>paragraph breaks</u> and <u>bullet points</u>.</p> <p>One important role of punctuation is to indicate sentence boundaries.</p>	<p>“I’m going out, Usha, and I won’t be long,” Mum said.</p>
<p>question</p>	<p>See ‘sentence’</p>	
<p>question mark</p>	<p>A punctuation mark (?) indicating a question or disbelief.</p>	<p>How do we know who to call?</p>

Term	Explanation	Example
<p>relative clause</p>	<p>A relative clause is a special type of <u>subordinate clause</u> that makes the meaning of a noun more specific (<i>i.e. it <u>modifies the noun</u></i>).</p> <p>It often does this by using a <u>relative pronoun</u> such as: who, which, whose, that, where, when, to refer back to the noun, though the relative pronoun <i>that</i> is often omitted.</p> <p>A relative clause may also be attached to a clause. In that case, the pronoun refers back to the whole clause, rather than referring back to the noun.</p>	<p>That's the boy <u>who lives near the school</u>. (<i>who refers back to the boy</i>)</p> <p>The prize, <u>that I won</u>, was a book. (<i>that refers back to the prize</i>)</p> <p>Tom broke the game <u>which annoyed Ali</u>. (<i>which refers back to the whole clause</i>)</p> <p>The prize, that <u>I won</u>, was a book. (<i>the pronoun <u>that</u> is omitted</i>)</p> <p>In the examples, the relative clauses are in red bold and the <u>relative pronouns</u> are underlined.</p>
<p>reported speech</p>	<p>When you write what people say, think or believe without using speech marks.</p> <p>Be careful: you often have to change the tense or some words.</p>	<p>"I feel sick," said Ben to Bill.</p> <p><i>would change to this:</i></p> <p>Ben told Bill that he felt sick.</p>

Term	Explanation	Example
<p>root word</p>	<p>A root word is a word which is not made up of any smaller root words, or <u>prefixes</u> or <u>suffixes</u>. When looking in a dictionary, we sometimes have to look for the root word of the word we are interested in.</p> <p>Root words can often be helpful in finding out what a word means or where it is 'derived' from.</p>	<p>help is a root word It can grow into:</p> <p>helps helpful helped helping helpless unhelpful</p> <p>played (the root word is play) unfair (the root word is fair)</p>
<p>second person</p>	<p>When the writer speaks to the reader.</p> <p>The word 'you' is often placed before verbs.</p>	<p>You are reading a SPaG Glossary and I hope you are finding it useful.</p>
<p>semi colon</p>	<p>Punctuation (;) used in place of a conjunction / connective.</p> <p>It separates two complete sentences which are closely related and can be used in lists of phrases.</p>	<p><i>To link two separate sentences that are closely related:</i> The children came home today; they had been away for a week.</p> <p><i>In a list:</i> Star Trek, created by Gene Roddenberry; Babylon 5, by JMS; Buffy, by Joss Whedon; and Farscape, from the Henson Company.</p>

Term	Explanation	Example
<p>sentence</p>	<p>A sentence is a group of words which are grammatically connected to each other and contains at least a subject and a verb.</p> <p>The form of a sentence's main clause shows whether it is being used as a statement, a question, a command or an exclamation.</p> <p>A sentence may consist of a single main clause (simple sentence) or it may contain several clauses held together by subordination / subordinate clauses (complex sentence) or coordination / coordinating conjunctions (compound sentence).</p>	<p>Statement – <i>A statement is a sentence which gives information (state facts).</i> You are my friend. It is hot. The butter is in the fridge. (statements)</p> <p>Question – <i>A sentence that asks something.</i> Are you my friend? Are you hot? Where is the butter? (questions)</p> <p>Command – <i>A sentence that tells someone to do something (give orders or requests).</i> Do the washing up. Play the movie. Give me a dinosaur for my birthday. (commands)</p> <p>Exclamation – <i>A sentence which shows someone feels strongly about something.</i> What a good friend you are! My goodness, it's hot! I absolutely love this movie! (exclamations)</p>

Term	Explanation	Example
simile	Compares two or more things, usually using the words 'like' or 'as'.	<p>The water was as hot as lava.</p> <p>He was as scared as a mouse.</p> <p>The warm wind felt like standing in front of a hairdryer.</p>
simple sentence	A one clause (main clause) sentence which contains at least a subject and a verb.	He walked to the park.
singular	A singular noun names one person, place or thing (a single item).	<p>one bike, one mango, one turkey, one fly, one half</p> <p>I had one dress but Jane gave me another so now I have two dresses.</p>
speech marks (inverted commas)	Punctuation marks used in pairs (" ") to indicate: <ul style="list-style-type: none"> • quotes (evidence) • direct speech • words that are defined, that follow certain phrases or that have special meaning. 	<p><i>For direct speech:</i> Janet asked, "Why can't we go today?"</p> <p><i>For quotes:</i> The man claimed that he was "shocked to hear the news".</p> <p><i>For words that are defined, that follow certain phrases or that have special meaning:</i> 'Buch' is German for book. The book was signed 'Terry Pratchett'. The 'free gift' actually cost us forty pounds.</p>

Term	Explanation	Example
split digraph	(see digraph)	
simile	Compares two or more things, usually using the words ' like ' or ' as '.	The water was as hot as lava. He was as scared as a mouse.
Standard English	The form of English which follows formal rules of speech and writing.	
statement	See ' sentence '	
stressed	A <u>syllable</u> is stressed if it is pronounced more forcefully than the syllables next to it. The other syllables are unstressed.	about visit
subject	The person or thing (noun) that carries out the action or verb. The first noun in a sentence is the subject.	Anna strolled to the shops because she wanted to taste the new chocolate bar. Rula's mother went out. That is certain. The children will study the animals. Will the children study the animals?

Term	Explanation	Example
subjunctive	<p>What is sometimes called the subjunctive of a verb is occasionally used in very formal contexts to indicate unreality, uncertainty, wish, emotion, judgement, or necessity. It can be hard to recognise, because it does not always differ from non-subjunctive forms. It has a distinguishable form in the following cases:</p> <ul style="list-style-type: none"> • the third person singular of any verb in the present tense does not have its usual -s ending • the verb be in the present tense is always 'be' (not 'am', 'are' or 'is') • the verb be in the past tense always has the form 'were' (not 'was') • the negatives of verbs in the present tense are formed differently • some <u>modal verbs</u> have a different form 	<p>The school requires that all pupils be honest. <i>(It's possible for pupils not to be honest, but the school would like them to be.)</i></p> <p>If Zoe were the class president, things would be much better. <i>(But Zoe isn't the class president.)</i></p> <p>The school rules demand that pupils not enter the gym at lunchtime. <i>(But it still might happen)</i></p> <p>I wish you would stop! <i>(not 'will stop')</i></p> <p>I insist that he come to visit every week. <i>(He doesn't actually come to visit, but I would like him to.)</i></p>

Term	Explanation	Example
subordinate, subordination	<p>A subordinate word or phrase tells us more about the meaning of the word it is subordinate to.</p> <p>Subordination can be thought of as an unequal relationship between a subordinate word and a main word.</p> <p>For example:</p> <ul style="list-style-type: none"> • an adjective is subordinate to the noun it modifies • subjects and objects are subordinate to their verbs. <p>(see also subordinate clause)</p>	<p>big dogs <i>(big is subordinate to dogs)</i></p> <p>Big dogs need long walks. <i>(big dogs and long walks are subordinate to need)</i></p> <p>We can watch TV when we've finished. <i>(when we've finished is subordinate to watch)</i></p>
subordinate clause	<p>See 'clauses'</p>	
suffix	<p>A suffix is a letter, or group of letters, added to the end of a root word to change its meaning.</p>	<p>Adding 'ish' to child – childish</p> <p>Adding 'able' to like – likeable</p> <p>Adding 'ion' to act – action</p> <p>Adding 'er' to teach - teacher</p>

Term	Explanation	Example
syllable	A syllable sounds like a beat in a word. Syllables consist of at least one <u>vowel</u> , and possible one or more <u>consonants</u> .	Cat has one syllable. Fairy has two syllables. Hippopotamus has five syllables.
synonym	Words which have the same, or nearly the same meaning as each other. We use synonyms to make our writing more interesting.	<i>Synonyms for:</i> Bad - awful, terrible, horrible Happy - content, joyful, pleased Look - watch, stare, gaze Walk - stroll, crawl, tread
tense <i>(past, present)</i> <i>(see also future tense)</i>	Verbs in the past tense are commonly used to: <ul style="list-style-type: none"> • talk about the past • talk about imagined situations • make a request sound more polite. Most verbs take a suffix –ed to form their past tense, but many commonly used verbs are irregular. Verbs in the present tense are commonly used to: <ul style="list-style-type: none"> • talk about the present • talk about the future. They may take a suffix –s (depending on the subject).	Antonio went on holiday to Brazil. <i>(an event in the past)</i> I wish I had a puppy. <i>(an imagined situation)</i> I was hoping you’d help tomorrow. <i>(makes an implied request sound more polite)</i> Paula goes to the pool every day. <i>(describes a habit that exists now)</i> She can swim. <i>(describes a state that is true now)</i> Her friends are coming to join her. <i>(describes a plan in progress now)</i>

Term	Explanation	Example
third person	<p>When the writer speaks about someone or something else.</p> <p>The pronouns 'he/she/it/they/him/her/them' are used when writing in the third person.</p>	He strolled to the shops because he wanted to taste the new chocolate bar.
trigraph	A type of <u>grapheme</u> where three letters represent one <u>phoneme</u> .	high pure patch hedge
unstressed	(see stressed)	

Term	Explanation	Example
<p>verb</p> <p><i>(see also tense and future tense)</i></p>	<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: running, eating, sitting...</p> <p>While this can be a way of recognising verbs, many verbs name states or feelings rather than actions.</p> <p>All sentences have a subject and a verb. The subject is the person or thing doing the action: Cats purr (<i>Cats is the subject and purr is the verb</i>).</p> <p>Auxiliary verb</p> <p>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.</p> <p>Auxiliary verbs for 'to be' include: am, are, is, was, were...</p> <p>Auxiliary verbs for 'to have' include: have, had, hasn't, has, will have, will not have...</p> <p>Verbs can usually have a tense, either present, past or future.</p>	<p>He lives in Birmingham. <i>(present tense)</i></p> <p>The teacher wrote a song for the class. <i>(past tense)</i></p> <p>He likes chocolate. <i>(present tense; not an action)</i></p> <p>He knew my father. <i>(past tense; not an action)</i></p> <p>We are waiting. <i>(<u>'waiting'</u> is the main verb and <u>'are'</u> is the auxiliary verb)</i></p> <p>I have arrived. <i>(<u>'arrived'</u> is the main verb and <u>'have'</u> is the auxiliary verb)</i></p>

Term	Explanation	Example
vowel	The letters: a, e, i, o, u	
word	A word is a unit of grammar: it can be selected and moved around relatively independently, but cannot easily be split. In punctuation, words are normally separated by word spaces.	
word family	The group of words that can be built from the same root word.	builds, building, builder, built, rebuild, rebuilt extensive, extend, extent