

Grammatical Terms/Word Classes/Features of Sentences

| Nouns | |
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| Term | Definition |
| 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 ... |
| Adjectives | |
| Term | Definition |
| Adjective | <p>An adjective 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 black jacket, a furry hat and a large 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 frightened; the dog was very fierce)</p> |
| Interrogative ('asking') adjectives | <p>e.g.: What? Which? ... They are used to ask questions about a noun.</p> <p><u>Example</u>: Which hat do you prefer?</p> |
| Possessive adjectives | <p>e.g.: my, our, their, his, your ... Possessive adjectives show ownership.</p> <p><u>Example</u>.: Sue never brushes her hair.</p> |

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| Adjectives of number or quantity | e.g. much, more, most, little, some, any, enough ... These answer the question: How much? <u>Example:</u> She invited five friends for breakfast; she did not have any food left |
| Demonstrative ('pointing-out') adjectives | e.g.: this, that, these, those... Demonstrative adjectives answer the question: Which? <u>Example:</u> Those apples and these pears are bad; That man stole this handbag. |
| Verbs | |
| Term | Definition |
| 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. <i>running, eating, sitting</i> . 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) |
| Auxiliary 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. <u>Examples:</u> I <i>have</i> arrived ('arrived' is the main verb and 'have' is the auxiliary verb) We <i>are</i> waiting ('waiting' is the main verb and 'are' is the auxiliary verb) |
| Adverbs | |
| Term | Definition |
| 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: <u>E.g.</u> <i>soft – softly; slow – slowly</i> . |
| Adverb or Adjective? | Some words can be either adverbs or adjectives depending on what they do in a sentence, e.g. <i>fast, hard, late</i> . 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. <u>Examples:</u> <i>Life is hard. (adjective)</i> <i>Kim works hard. (adverb)</i> <i>The train arrived early. (adverb)</i> <i>I took an early train. (adjective)</i> |

| Pronouns | |
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| Term | Definition |
| Pronoun | <p>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 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>Have a look at the following sentence: When Barnaby stroked the cat and listened to the cat purring softly, Barnaby felt calm and peaceful.</p> <p>Compare it with the same sentence where some of the nouns have been replaced by pronouns: When Barnaby stroked the cat and listened to it purring softly, he felt calm and peaceful.</p> |
| Singular pronouns | <p>Singular pronouns are used to refer to one person or thing. E.g.: <i>I, you, me, he, she, it, you, him, her, mine, yours, his, hers, its</i></p> |
| Plural pronouns | <p>Plural pronouns are used to refer to more than one person or thing. E.g.: <i>we, they, us, them, ours, yours, theirs</i></p> |
| Other word classes and grammatical terms | |
| Term | Definition |
| Prepositions | <p>Prepositions are words which show the relationship of one thing to another.</p> <p><u>Examples:</u> Tom jumped over the cat. The monkey is in the tree.</p> <p>These words tell you where one thing is in relation to something else.</p> <p>Other examples of prepositions include: up, across, into, past, under, below, above ...</p> |
| Connectives (conjunctions) | <p>Connectives (conjunctions) join together words, phrases, clauses and sentences. They help us to create compound sentences by joining two main clauses together.</p> <p>E.g.: <u>She went to the shops. She bought a box of chocolates.</u> We can use a conjunction to join these sentences together: <u>She went to the shops and bought a box of chocolates.</u></p> <p>Other connectives (conjunctions) include: but, as, so, or ...</p> |
| Subordinating connectives | <p>Subordinating connectives link a main (independent) clause with a subordinate (dependent) clause (a clause which does not make sense on its own).</p> <p>Example: When we got home, we were hungry. We were hungry because we hadn't eaten all day.</p> <p>Other subordinating connectives include: if, while, after, until, before, although...</p> |

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| <p>Article</p> | <p>An article is always used with and gives some information about a noun. There are three articles: a, an and the</p> <p>Examples: the chair; a table; an elephant</p> <p>*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.</p> |
| <p>Features of sentences/Types of sentences</p> | |
| <p>Term</p> | <p>Definition</p> |
| <p>Declarative sentence (statement)</p> | <p>These are sentences which state facts. <u>e.g.</u>: It is hot. The butter is in the fridge.</p> |
| <p>Interrogative sentence (question)</p> | <p>Interrogative sentences (questions) are sentences which ask for an answer. <u>e.g.</u>: Are you hot? Where is the butter?</p> |
| <p>Imperative sentence (command)</p> | <p>These are sentences which give orders or requests. <u>e.g.</u>: Play the movie. Give me a dinosaur for my birthday.</p> |
| <p>Exclamatory sentence (exclamation)</p> | <p>Exclamatory sentences (exclamations) are sentences which express a strong feeling of emotion. <u>e.g.</u>: My goodness, it's hot! I absolutely love this movie!</p> |
| <p>Clause</p> | <p>A clause is a group of words which does contain a verb; it is part of a sentence. There are two kinds of clauses:</p> <ol style="list-style-type: none"> 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) <p>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.</p> |
| <p>Phrase</p> | <p>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</p> |

Vocabulary/language strategies

| Definition | Example |
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| <p>Synonyms</p> <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:</p> <p>Bad - awful, terrible, horrible Happy - content, joyful, pleased Look - watch, stare, glaze Walk - stroll, crawl, tread</p> |
| <p>Antonyms</p> <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> |
| <p>Word groups/ families</p> <p>These are groups of words that have a common feature or pattern - they have some of the same combinations of letters in them and a similar sound.</p> | <p>at, cat, hat, and fat are a family of words with the "at" sound and letter combination in common.</p> <p>bike, hike, like, spike and strike are a family of words with the "ike" sound and letter combination in common.</p> <p>blame, came, fame, flame and game are a family of words with the "ame" sound and letter combination in common.</p> |
| <p>Prefix</p> <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> |
| <p>Suffix</p> <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> |
| <p>Root words</p> <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</p> | <p><u>help</u> is a root word</p> <p>It can grow into:</p> <p style="text-align: right;">helps</p> |

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| <p>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>help<u>ful</u> help<u>ed</u> help<u>ing</u> help<u>less</u> <u>un</u>help<u>ful</u></p> |
| <p>Singular</p> <p>A singular noun names one person, place or thing (a single item).</p> | <p>One bike One mango One dress One fly One turkey One half</p> |
| <p>Plural</p> <p>More than one person, place or thing.</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 hissing, shushing or buzzing 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> |

Punctuation

| Definition | Example |
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| <p>Capital letter</p> <p>Used to denote the beginning of a sentence or a proper noun (names of particular places, things and people).</p> | <p>Joel has karate training ever <u>M</u>onday afternoon at <u>W</u>ells <u>P</u>ri<u>m</u>ary <u>S</u>chool.</p> <p><u>I</u>n <u>J</u>anuary, the children will be visiting <u>L</u>ondon <u>Z</u>oo.</p> |
| <p>Full stop</p> <p>Placed at the end of a sentence that is not a question or statement.</p> | <p>Terry Pratchett's latest book is not yet out in paperback .</p> <p>I asked her whether she could tell me the way to Brighton .</p> |
| <p>Question mark</p> <p>Indicates a question/disbelief.</p> | <p>Who else will be there? Is this really little Thomas?</p> |
| <p>Exclamation mark</p> <p>Indicates an interjection/surprise/strong emotion</p> | <p>What a triumph! I've just about had enough! Wonderful!</p> |
| <p>Inverted commas</p> <p>Punctuation marks used in pairs (" ") to indicate:</p> <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> |
| <p>Apostrophes</p> <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 Could not = couldn't</i></p> <p><i>Showing Possession:</i> <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> |

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| | <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> |
| <p>Commas in a list</p> <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> |
| <p>Commas to mark phrases or clauses</p> | <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 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:</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> |
| <p>Brackets (also known as parentheses)</p> <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> |
| <p>Ellipsis</p> <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> |

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| <p>Dash</p> <p>Used to show interruption (often in dialogue) or to show repetition.</p> | <p><i>To show interruption:</i> <i>“The girl is my – “</i> <i>“Sister,” interrupted Miles, “She looks just like you.”</i></p> <p><i>To show repetition:</i> <i>“You-you monster!” cried the frightened woman.</i> <i>“St-st-stop!” stammered the boy.</i></p> |
| <p>Colons</p> <p>a) Used before a list, summary or quote</p> <p>b) 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> <p><i>Before a summary:</i> To summarise: we found the camp, set up our tent and then the bears attacked.</p> <p><i>Before a line of speech:</i> Tom asked: “May I have another cupcake?”</p> <p><i>Before a statement of fact:</i> There are only three kinds of people: the good, the bad and the ugly.</p> |
| <p>Semi-colons</p> <p>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.</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> |