This glossary gives the key terminology to be covered by each year group throughout the school. It is based upon the New Curriculum introduced in 2014 and only refers to the key terminology found within this. This glossary should be used by the whole school to ensure consistency of terminology taught to the children as well as accuracy of definitions.

**Year 1**

\***Question mark** - comes at the end of a direct question.

e.g. Can I have some strawberries for my tea?

\***Exclamation mark** - used at the end of a sentence to imply high volume or strong feelings.

e.g. ‘Run for your life!’ shouted Peter

\* **Present tense** – A verb in the present tense is used to show that a thing happens now, or happens regularly.

e.g. I go to the park and I play football.

**Year 2**

\* **Adjective** - a word that describes or modifies another thing in the sentence.

e.g. The black, sticky stench stuck to my nostril hairs.

\* **Verb** - conveys an action or an occurance.

e.g. The man sprinted down the road after the robber.

e.g. The tooth fell out of the child’s mouth.

\***Adverb** - a word that modifies a verb, giving more information about the action.

e.g. Angrily the man slammed the door.

\* **Comma** - used to mark slight breaks within a sentence. Three common uses for commas are when writing lists, when using direct speech and for separating clauses in sentences.

\* **Apostrophe** - used to mark omissions and possessives of nouns and pronouns.

e.g. She’s going to the zoo today. Jack’s toys were all over the floor.

\* **Past tense** - used to show that an action is completed as it took place in the past, that it has already occurred.

\* **Perfect tense** - used to show that an action is complete but still meaningful. It is made by putting have, has, had, before a verb

e.g. I have slept or he had eaten.

 \* **Suffix** - a letter or letters added at the end of a word to turn it into a different word.

e.g. ed, ly, ing

\* **Noun phrase** - a noun and all the words that are used to describe it, which act together as a noun in a sentence.

E.g. ‘that girl over there is my cousin.’

\* **Noun** - a word that can be used as to name a specific thing or a set of things.

e.g. Jessica walked the plank. The birds were flying high in the sky.

\* **Statement** - when an idea/piece of information is presented in a formal way.

e.g. The robber was only 10 years old and was witnessed coming through the front window.

\* **Exclamation** - when a statement is presented with emotion.

e.g. The dinosaur was huge!

\* **Command** - a sentence that gives advice or instructions.

e.g. Show me the drawing.

**Year 3**

**\* Prefix** - a letter or letters added at the beginning of a word to turn it into a different word.

e.g. un and pre

\* **Preposition** - a word that usually shows when something is, when a thing happened in relation to another and the direction of travel.

e.g. he walked towards the house on the hill after lunch. towards, on and after are all prepositions.

\* **Conjunction** - a word that links words, phrases and clauses together to make sense.

\* **Subordinate clause** - a clause that only makes sense along with the main clause. It does not make sense on it’s own.

e.g. I eat fruit when I am hungry ‘When I am hungry’ does not make sense on its own.

\* **Main clause** - a clause that could be used as a complete sentence on it’s own

e.g. I eat fruit.

\* **Direct speech** - a sentence that reports exactly how something was said.

e.g. ‘I don’t like you very much Miss Trunchbull.’

**\* Inverted commas** - used in pairs to show when there is direct speech or a quotation.

e.g. ‘I’d like to go home now please?’

\* **Clause** - a part of a sentence that contains a verb.

 ‘ I packed my bag so that I would be ready to go’

That sentence contains 2 clauses ‘I packed my bag’ and ‘so that I would be ready to go’

You can often swap clauses around in a sentence without changing the meaning.

\***Subordinating conjunction**  - link a main clause to a subordinate clause. They can come in between the clauses or at the start of the sentence.

e.g. Ram went swimming although it was raining. v’s Although it was raining, Ram went swimming.

 ‘when, if, because, that, although, until, once’

\***Coordinating conjunction** - join to clauses that are equal in their importance.

e.g. She is kind so she helps people.

 ‘ and, or, but, for, yet, so’

**Year 4**

\* **Determiner** - a word that introduces a noun.

e.g. the, this, a, many, those

\* **Possessive pronoun** - replaces a noun and a possessive apostrophe to show who or what owns something.

e.g. Jane’s bike becomes her bike

\* **Pronoun** - used to replace a noun that is already know or has been mentioned in order to avoid repartition.

e.g. Laura went out to buy some milk but she came back with liquid gold.

\* **Adverbial** - a word or phrase or clause that acts on and adverb. It can tell you how, where or why something happens.

E.g. After the film, Joey yawned

**Year 5**

\* **Modal Verbs** - come before another verb to show how possible, likely or necessary it it.

e.g. ‘will’, ‘should’, ‘can’ ‘could’ ‘may’ might shall

\* **Parenthesis** - extra information inserted into sentence. It can be shown by brackets, dashes and commas.

e.g. Alicia had a hat – I think it was green – to match her dress.

e.g. Tigers, unlike most cats, are not afraid to swim.

\***Relative clause** - a clause that adds detail to a noun. It always comes after the noun, and begins with a relative pronoun.

e.g. The lion, who had been asleep, opened it’s eyes.

\***Brackets** - a punctuation mark that is used in pairs to interject information.

e.g. Elizabeth (the Queen of England) came to our school today.

**Year 6**

**\*** Subject - the person or thing doing the action or being described.

e.g. Lee ate the pie.

e.g. That boy enjoyed jumping on trampoline

\* **Object** - the entity of the sentence that is being acted upon by the subject.

e.g. Peter studied grammar.

\* **Active sentence** - when the subject performs the action of the verb.

e.g. The dog ate all the biscuits.

Here the subject is the dog and the verb is ate. The dog performed the eating.

\***Passive sentence** - when the subject does not perform the verb. In fact it normally has it performed on it.

e.g. The biscuits were eaten by the dog.

Here the subject is the biscuit to the verb eaten. However the biscuit did not eat themselves, the verb was acted upon them.

\***Ellipsis** (…) - 3 dots used to show that words have been omitted or to create a pause for effect.

e.g. omitted – The atmosphere is tranquil…and you cannot hear the trains

effect –The bank card was stolen, showing up 3 hours later… in Bangkok!

\* **Antonym** –a word opposite in meaning to another

e.g. ‘good’ and ‘bad’

\* **Synonym -** words that have the same or very similar meaning.

e.g. happy and cheerful.

\* **Hyphen** is used to make meaning clear in some words and phrases

e.g. we saw a man eating shark at the aquarium’ could become ‘we saw a man-eating shark at the aquarium.

\* **Colon** is used to introduce a list, a quotation, an example or an explanation.

e.g. ‘it was cold in the room: the window had been open all day’

\* **Semi-Colon** (;) – a punctuation mark that indicates a pause that is more pronounced than a comma.

e.g. Jack really didn’t mind being left without a car; he had the house to himself.

\***Bullet points** – a punctuation mark, often a small black dot, use to in texts to show different things in a list.

**Extras**

\* **Homophones** - words that sound the same but have different meanings.

e.g. ‘two’ is a number but too means as well.

\* **Imperative verb** – A type of verb that gives an instruction or a command.

E.g. Sit in your chair. Read your book.

\***Apostrophes** can be use in two ways

They can show where letters are missing, usually when two words have been joined together e.g. do not becomes don’t

They can show who owns something e.g. Sam’s shoes

\***Connecting adverb** - show the relationship between the ideas in the previous clause and those in the proceeding one.

e.g. I wanted to study, however I was too tired.

Then, indeed, however, therefore, meanwhile, hence, otherwise, instead, nonetheless, nevertheless