

Glossary of Grammatical Terms

The explanations used here are written for adults; however the vocabulary that is explained should be understood by children in Year 2.

<p>Adjective</p>	<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>
<p>Adverb</p>	<p>An adverb tells you more about the verb (it 'adds' to the verb). It nearly always answers the questions: How? When? Where? or Why?</p> <p>Most adverbs in English end in -ly and come from adjectives:</p> <p><u>E.g.</u> soft – softly; slow – slowly.</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><u>Contractions:</u> <i>Is not = isn't Could not = couldn't</i></p> <p><u>Showing Possession:</u> <i>With nouns (plural and singular) not ending in an s add 's:</i> <i>the girl's jacket, the children's books</i> NOT NEEDED IN KS1 <i>With plural nouns ending in an s, add only the apostrophe:</i> <i>the guards' duties, the Jones' house</i> <i>With singular nouns ending in an s, you can add either 's or an apostrophe alone:</i> <i>the witness's lie or the witness' lie (be consistent)</i></p>
<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><i><u>J</u>oel 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.</i></p> <p><i><u>I</u>n <u>J</u>anuary, the children will be visiting <u>L</u>ondon <u>Z</u>oo.</i></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>Conjunction</p>	<p>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 conjunctions include: but, as, so, or, because, if, ...</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>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. I asked her whether she could tell me the way to Brighton.</p>
<p>Plural noun</p> <p>More than one person, place or thing.</p>	<p><i>Most nouns are made into plurals by adding –s:</i> Three bikes<u>s</u> <i>Some nouns ending in –o are made into plurals by adding –es:</i> Two mango<u>es</u> <i>Most nouns ending in hissing, shushing or buzzing sounds are made into plurals by adding –es:</i> Ten dress<u>es</u> <i>For words ending in a vowel and then –y, just add –s:</i> Eight turkeys <i>For words ending in a consonant and then –y, change –y to –i and add –es:</i> Five fl<u>ies</u> <i>Most nouns ending in –f or –fe change to –ves in the plural:</i> Six halv<u>es</u></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>Question mark</p> <p>Indicates a question/ disbelief.</p>	<p>Who else will be there? Is this really little Thomas?</p>
<p>Singular noun</p> <p>A singular noun names one person, place or thing (a single item).</p>	<p>One bike A mango A dress One fly</p>
<p>Statement</p>	<p>These are sentences which state facts. <u>e.g.:</u> It is hot. The butter is in the fridge.</p>
<p>Suffix</p>	<p>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</p>
<p>Tense</p>	<p>There are three main tenses: present, past and future. These sentences are written in the present tense: <ul style="list-style-type: none"> • I walk into the monster's cave. • I am walking into the monster's cave. These are examples of sentences written in the past tense: <ul style="list-style-type: none"> • I walked into the monster's cave. • I was walking into the monster's cave. These sentences are written in the future tense: <ul style="list-style-type: none"> • I will walk into the monster's cave. I will be walking into the monster's cave.</p>
<p>Verb</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: 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)</p>