

# Grammar Glossary



Primary English

*Education Consultancy*

## The Primary English Grammar Glossary

In February 2013 the Department for Education published 'The National Curriculum in England: Framework document for consultation'. The document includes two statutory appendices – on spelling and on grammar and punctuation – giving an overview of the specific features that should be included in teaching the programmes of study:

*Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, and punctuation and 'language about language' ...this is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. **A non-statutory glossary is provided for teachers...**throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. **It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching"** p.15 [emphasis added]*

The glossary has been reproduced here but with supplementary links to existing resources to support teaching and learning. We have called it the Primary English Grammar Glossary.

Whilst we acknowledge the materials are in consultation form, and therefore subject to change, the Primary English Grammar Glossary has been created to build teacher-familiarity with the planned terminology for the new National Curriculum for English. In all cases the definitions preferred by the DfE have been used and where appropriate relevant teaching materials have been signposted. Where teaching resources have not been indicated this is because the terminology is intended as teacher subject-knowledge.

In the summer of 2013 the Grammar, Punctuation and Spelling test (GaPS) will be taken by children in Y6 for the first time. Illustrative examples of the test show that the terminology preferred by the DfE has been used. The Coventry Primary English Grammar Glossary has been produced to support teachers in using this terminology with children. The Primary English Grammar glossary will also support teachers to continue using resources they know well and modify their current terminology so that children are able to access the GaPS test.

**The Primary English Team  
Spring 2013.**

Grammatical term	Grammatical definition	Example	Resources
<b>active voice</b>	A verb in the active voice has its usual pattern of <u>subject</u> and <u>object</u> – contrast <u>passive</u> voice	<i>The school arranged a visit.</i> Passive voice: <i>A visit was arranged</i>	<b>Grammar for Writing</b> Y6 unit 45 Y6 unit 48
<b>adjective</b>	The surest way to identify adjectives is by the ways they can be used: <ul style="list-style-type: none"> <li>• before a noun, to make the noun's meaning more specific (i.e. to <u>modify</u> the noun), or</li> <li>• after the verb <i>be</i> as its <u>complement</u>.</li> </ul> Adjectives cannot be modified by other adjectives. This distinguishes them from <u>nouns</u> , which can be. Adjectives are sometimes called "describing words" because they pick out single characteristics such as size or colour. This is often true, but it doesn't help to distinguish adjectives from other word classes, because <u>verbs</u> , <u>nouns</u> and <u>adverbs</u> can do the same thing.	<i>The pupils did some really good work.</i> [adjective used before a noun, to modify it] <i>Their work was good.</i> [adjective used after the verb <i>be</i> , as its complement]  Not adjectives: <i>The lamp glowed.</i> [verb] <i>It was such a bright red!</i> [noun] <i>He walked clumsily.</i> [adverb] <i>It was a French grammar book.</i> [noun]	<b>Grammar for Writing</b> Y3 unit 10 Y4 unit 26 Y6 unit 44
<b>adverb</b>	The surest way to identify adverbs is by the ways they can be used: they can <u>modify</u> a <u>verb</u> , an <u>adjective</u> , or even another adverb. Put another way, adverbs can make the meanings of these words more specific. Adverbs are often said to describe manner or time. This is often true, but it doesn't help to distinguish adverbs from other word classes, because <u>prepositions</u> , <u>nouns</u> and <u>subordinate clauses</u> can also do this.	<i>Usha went upstairs to play on her computer.</i> [adverb modifying the verb <i>went</i> ] <i>That match was really exciting!</i> [adverb modifying the adjective <i>exciting</i> ] <i>We don't get to play games very often.</i> [adverb modifying the other adverb, <i>often</i> ]  Not adverbs: <i>Usha went up the stairs.</i> [preposition] <i>She finished her work this evening.</i> [noun] <i>She finished when the teacher got cross.</i> [subordinate clause]	<b>Grammar for Writing</b> Y 4 unit 23 Y5 unit 39 Y 6 unit 44
<b>adverbial</b>	An adverbial is a word or phrase that makes the meaning of a <u>verb</u> more specific (i.e. it <u>modifies</u> the verb). Of course, <u>adverbs</u> can be used as an adverbial, but many types of words and phrases can be used this way, including	<i>The bus leaves in five minutes.</i> [preposition phrase as adverbial: modifies <i>leaves</i> ] <i>Alex forgot to buy Easter eggs.</i> [subordinate clause as adverbial: modifies <i>forgot</i> ]	<b>Grammar for Writing</b> Y5 unit 42 Y6 unit 44 <b>Compendium of</b>

	<u>preposition</u> phrases and <u>subordinate clauses</u> .	<i>Priscilla complained <u>constantly</u>.</i> [adverb: modifies complained]	<b>Games</b>
<b>apostrophe</b>	Apostrophes have two completely different uses: <ul style="list-style-type: none"> <li>• showing the place of missing letters (e.g. I'm for I am)</li> <li>• showing possession (e.g. Hannah's mother)</li> </ul>	<i>I'm going out and I <u>won't</u> be long.</i> [showing missing letters] <i>Hannah's mother went to town in <u>Justin's</u> car.</i> [showing possession]	<b>Grammar for Writing</b> Y4 unit 27 <b>Compendium of Games</b>
<b>article</b>	The articles are <i>the</i> (definite) and <i>a</i> or <i>an</i> (indefinite). Articles are a type of <u>determiner</u>	<i>The dog found <u>a</u> bone in <u>an</u> old box.</i>	
<b>auxiliary verb</b>	The auxiliary verbs are <i>be</i> , <i>have</i> and <i>do</i> , plus all the <u>modal verbs</u> . They can all be used to make questions and negative statements. In addition: <ul style="list-style-type: none"> <li>• <i>be</i> is used in the <u>continuous</u> and <u>passive</u></li> <li>• <i>have</i> is used in the <u>perfect</u></li> <li>• <i>do</i> is used to make questions and negative statements if no other auxiliary verb is present.</li> </ul>	<i>They <u>are</u> winning the match</i> [ <i>be</i> used in the continuous] <i><u>Have</u> you finished your picture?</i> [ <i>have</i> used to make a question, and the perfect] <i>No, I <u>don't</u> know him.</i> [ <i>do</i> used to make a negative; no auxiliary is present] <i><u>Will</u> you come with me or not?</i> [modal verb <i>will</i> used to make a question]	<b>Grammar for Writing</b> Y5 unit 37
<b>clause</b>	A clause is a special type of <u>phrase</u> , whose main word (or "head") is a <u>verb</u> that describes an event or state of affairs. Clauses can sometimes be complete sentences. Traditionally a clause had to have a <u>finite verb</u> , but most modern grammarians also recognise non-finite clauses.	<i><u>Eleni's mother was out</u> so Eleni was left in charge.</i> <i>Eleni's mother was out <u>so</u> Eleni was left in charge.</i> <i>Usha went upstairs <u>to play on her computer</u>.</i> [non-finite clause]	<b>Grammar for Writing</b> Y4 unit 17 Y4 unit 28 Y5 unit 34 Y5 unit 40 Y5 unit 43 Y6 unit 47 <b>Compendium of Games</b>
<b>cohesion</b>	A text has cohesion if it is clear how the meanings of its parts fit together. <u>Cohesive devices</u> can help to do this. 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><u>A visit</u> has been arranged for the Year 6, to the <u>Mountain Peaks Field Study Centre</u>, leaving school at 9.30 am. <u>This</u> is <u>an overnight visit</u>. <u>The centre</u> has beautiful grounds and a <u>nature trail</u>. During the afternoon, the children will follow the <u>trail</u>.</i>	

<p><b>cohesive device</b></p>	<p>Cohesive devices are words that make clear how the different parts of a text fit together. In other words, they create <u>cohesion</u>.</p> <p>Some examples of cohesive devices are:</p> <ul style="list-style-type: none"> <li>• <u>determiners</u> and <u>pronouns</u>, which can refer back to earlier words</li> <li>• <u>prepositions</u>, <u>conjunctions</u> and <u>adverbs</u>, which can make relations between words clear</li> <li>• <u>ellipsis</u> of expected words.</li> </ul>	<p><i>Julia's dad bought her a football. The football was expensive!</i> [determiner; refers us back to a particular football]</p> <p><i>We'll be going shopping before we go to the park.</i> [conjunction; makes a relationship of time clear]</p> <p><i>Where are you going? [ ]To school!</i> [ellipsis of the expected words <i>I'm going</i>; links the answer back to the question]</p>	<p><b>Grammar for Writing</b> Prepositions: Y5 unit 42, Y6 unit 44 Conjunctions: Y3 unit 17, Y4 unit 32, Y5 unit 34, Y6 unit 47 Pronouns: Y3 unit 15, Y5 unit 39 Adverbs: Y4 unit 23, Y5 unit 39, Y6 unit 44</p>
<p><b>complement</b></p>	<p>A <u>verb's</u> complement adds more information about the verb's subject (or, in some cases, its object). Unlike the verb's object, its complement may be an adjective. The verb <i>be</i> normally has a complement.</p>	<p><i>She is <u>our teacher</u>.</i> [adds more information about the subject, <i>she</i>]</p> <p><i>Today is <u>Wednesday</u>.</i> [adds more information about the subject, <i>today</i>]</p> <p><i>Learning makes me <u>happy</u>.</i> [adds more information about the object, <i>me</i>]</p>	<p><b>Developing Early Writing</b> Y2 Unit B</p>
<p><b>conjunction</b></p>	<p>A conjunction links two words or phrases together. There are two main types of conjunctions:</p> <ul style="list-style-type: none"> <li>• <u>co-ordinating</u> conjunctions (e.g. <i>and</i>) link two words or phrases together as an equal pair</li> <li>• <u>subordinating</u> conjunctions (e.g. <i>when</i>) introduce a <u>subordinate clause</u>.</li> </ul>	<p><i>James bought a top <u>and</u> gloves.</i> [links the words top and gloves as an equal pair]</p> <p><i>Ali is strong <u>but</u> he is also very fact.</i> [links two clauses as an equal pair]</p> <p><i>Everyone watches <u>when</u> Kyle does back-flips.</i> [introduces a subordinate clause]</p> <p><i>Joe can't practise kicking <u>because</u> he's injured.</i> [introduces a subordinate clause]</p>	<p><b>Grammar for Writing</b> Y3 unit 17 Y4 unit 32 Y5 unit 34 Y6 unit 47</p>
<p><b>connective</b></p>	<p>This is an informal name for words that connect the ideas expressed in different <u>clauses</u>; connectives may be <u>prepositions</u>, <u>conjunctions</u> or <u>adverbs</u>.</p>	<p><i>It rained on sports day, <u>so</u> we had to run <u>without</u> worrying <u>about</u> getting wet, <u>but</u> it was great fun <u>because</u> we got muddy.</i></p>	<p><b>Developing Early Writing</b> Y2 Unit 10,11,A <b>Grammar for Writing</b> Y3 unit 18 Y6 unit 46 <b>Spelling Bank</b> p. 59 <b>Compendium of Games</b></p>

<b>consonant</b>	A sound which is produced when the speaker closes off or obstructs the flow of air through the vocal tract, usually using lips, tongue or teeth. Most of the letters of the alphabet represent consonants. Only the letters a,e,i,o,u and y can represent vowel sounds.	/p/ [flow of air stopped by the lips, then released] /t/ [flow of air stopped by the tongue touching the roof of the mouth, then released] /f/ [flow of air obstructed by the top teeth touching the bottom lip] /s/ [flow of air obstructed by the tip of the tongue touching the gum line]	
<b>continuous</b>	The continuous (also known as the "progressive") form of a verb generally describes actions in progress. It is formed by: <ul style="list-style-type: none"> <li>taking the <i>-ing</i> form of the verb (e.g. <i>singing</i>, <i>reading</i>)</li> <li>adding the verb <i>be</i> before it (e.g. <i>he was reading</i>).</li> </ul> The continuous can also be combined with the <u>perfect</u> (e.g. <i>he has been reading</i> ).	<i>Michael <u>is singing</u> in the store room.</i> [present continuous] <i>Amanda <u>was making</u> a patchwork quilt.</i> [past continuous] <i>Usha <u>had been practising</u> for an hour when I called.</i> [past perfect continuous]	<b>Spelling Bank</b> 'ing' p.4. p. 46
<b>co-ordinate, co-ordination</b>	Words or phrases are co-ordinated if they are linked as an equal pair by a co-ordinating <u>conjunction</u> (e.g. and). In the examples on the right, the co-ordinated elements are shown in the same colour, and the conjunction is underlined. The difference between co-ordination and <u>subordination</u> is that in subordination, the two linked elements are not equal.	<i>Susan <u>and</u> Amra met in a café.</i> [links the words Susan and Amra as an equal pair] <i>They <u>talked and drank</u> tea for an hour.</i> [links two clauses as an equal pair] <i>Susan got a bus <u>but</u> Amra walked.</i> [links two clauses as an equal pair] Not co-ordination: <i>They ate before they met.</i> [before introduces a subordinate clause]	
<b>determiner</b>	A determiner <u>modifies</u> a noun, but it goes before any other modifiers (e.g. adjectives or other nouns). Some examples of determiners are: <ul style="list-style-type: none"> <li><u>articles</u> (<i>the, a or an</i>)</li> <li><u>demonstratives</u> (e.g. <i>this, those</i>)</li> <li><u>possessives</u> (e.g. <i>my, your</i>)</li> <li><u>quantifiers</u> (e.g. <i>some, every</i>)</li> <li><u>numerals</u> (e.g. <i>thirty-one</i>)</li> </ul>	<i><u>the</u> best team</i> [article] <i><u>that</u> pupil</i> [demonstrative] <i><u>Julia's</u> parent's</i> [possessive] <i><u>some</u> boys</i> [quantifier] <i><u>eleven</u> strong players</i> [numeral]  Contrast: <i>best <u>the</u> team strong <u>eleven</u> players</i> [both incorrect, because the determiner should come before other modifiers]	
<b>digraph</b>	A type of <u>grapheme</u> where two letters represent one <u>phoneme</u> . Sometimes, these two letters are not next to one another; this is called a split digraph.	The digraph <u>ea</u> in <u>each</u> is pronounced /i:/ The digraph <u>sh</u> in <u>shed</u> is pronounced /ʃ/ The split digraph <u>i-e</u> in <u>line</u> is pronounced /ai/	<b>Letters and Sounds:</b> Notes and Guidance for Practitioners and Teachers p.19

<b>ellipsis</b>	Ellipsis is the omission of a word or phrase which is expected and predictable.	<i>Frankie waved to Ivana and <del>she</del> watched her drive away. She did it because she wanted to <del>do it</del>.</i>	
<b>etymology</b>	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 <i>school</i> was borrowed from a Greek word ( <i>skhole</i> ) meaning "leisure".	<b>Support for Spelling</b> (introduction) p. 2-3.
<b>finite verb</b>	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. Verbs that are not finite, such as participle or infinitives, cannot stand on their own: they depend on another verb in the sentence.	<i>Lizzie does the dishes every day.</i> [present tense] <i>Even Hana did the dishes yesterday.</i> [past tense] <i>Do the dishes, Naser!</i> [imperative] Not finite verbs: <i>I have <u>done</u> them.</i> [depends on the finite verb <i>have</i> ] <i>I will <u>do</u> them.</i> [depends on the finite verb <i>will</i> ] <i>I want to <u>do</u> them!</i> [depends on the finite verb <i>want</i> ]	
<b>fronting, fronted</b>	A word or phrase that normally comes after the <u>verb</u> may be moved before the verb: when this happens, we say it has been "fronted". For example, a fronted <u>adverbial</u> is an <u>adverbial</u> which has been moved before the verb. When writing fronted phrases, we often follow them with a comma.	<i><u>Before we begin</u>, make sure you've got a pencil.</i> [Without fronting: <i>Make sure you've got a pencil before we begin.</i> ] <i><u>The day after tomorrow</u>, I'm visiting my granddad.</i> [Without fronting: <i>I'm visiting my granddad the day after tomorrow.</i> ]	<b>Grammar for Writing</b> Y6 unit 47
<b>future</b>	Reference to future time can be marked in a number of different ways in English. All these ways involve the use of a present-tense <u>verb</u> . See also <u>tense</u> Unlike many other languages (such as French, Spanish or Italian), English has no distinct 'future tense' form of the verb comparable with its <u>present</u> and <u>past</u> tenses.	<i>He <u>will leave</u> tomorrow.</i> [present-tense will followed by infinitive <i>leave</i> ] <i>He <u>may leave</u> tomorrow.</i> [present-tense may followed by infinitive <i>leave</i> ] <i>He <u>leaves</u> tomorrow.</i> [present-tense <i>leaves</i> ]	
<b>GPC</b>	See <u>grapheme-phoneme correspondences</u> .		<b>Letters and Sounds:</b> Notes and Guidance for Practitioners and Teachers p. 19
<b>grapheme</b>	A letter, or combination of letter, that corresponds to a single <u>phoneme</u> within a word.	The grapheme <u>t</u> in the words <i>te<u>n</u></i> , <i>be<u>t</u></i> and <i>ate</i> corresponds to the phoneme /t/. The grapheme <i>ph</i> in the word <i>dol<u>ph</u>in</i> corresponds to the phoneme /f/	<b>Letters and Sounds:</b> Notes and Guidance for Practitioners and Teachers p. 18

<b>Grapheme-phoneme correspondences</b>	The links between letters, or combinations of letters, ( <u>graphemes</u> ) and the speech sounds ( <u>phonemes</u> ) that they represent. In the English writing system, graphemes may correspond to different phonemes in different words.	The grapheme s corresponds to the phoneme /s/ in the word <u>see</u> , but... ... it corresponds to the phoneme /z/ in the word <u>easy</u> .	<b>Letters and Sounds:</b> Notes and Guidance for Practitioners and Teachers p. 19
<b>homograph</b>	Two words are homographs if they look exactly the same when written.	<i>A female pig is called a <u>sow</u>. The farmer has to <u>sow</u> the seeds.</i> <i>This animal is called a <u>bear</u>. I can't <u>bear</u> to look at it!</i>	
<b>homonym</b>	Two different words are homonyms if they both look exactly the same when written, and sound exactly the same when pronounced.	<i>Has he <u>left</u> yet? Yes – he went through the door on the <u>left</u>.</i> <i>The noise a dog makes is called a <u>bark</u>. Trees have <u>bark</u>.</i>	
<b>homophone</b>	Two different words are homophones if they sound exactly the same when pronounced.	<i><u>hear</u>, <u>here</u></i> <i><u>some</u>, <u>sum</u></i>	<b>Spelling Bank</b> Y4 p.22 Y5 p.49 <b>Support for Spelling</b> p.53 – p.55
<b>infinitive</b>	A verb's infinitive is its bare root-word (e.g. walk, be). It is the form that is usually found in the dictionary. Infinitives are often used: <ul style="list-style-type: none"> <li>• after <i>to</i></li> <li>• after <u>modal verbs</u></li> </ul>	<i>I want to <u>walk</u>.</i> <i>I will be <u>quiet</u>.</i>	
<b>inflection</b>	Inflection is a change ('bending') of <u>morphology</u> which signals a special grammatical classification of the word. Inflection is sometimes thought of as a change of ending, but, in fact, some words can have all their parts inflected.	<i><u>dogs</u> is the plural inflection of <u>dog</u>.</i> <i><u>went</u> is the past-tense inflection of <u>go</u>.</i>	<b>Letters and Sounds:</b> Six Phase Teaching Programme pp. 171
<b>modal verb</b>	Modal <u>verbs</u> are used to change the meaning of other verbs. They can express degrees of certainty, ability, or obligation. The main modal verbs are <i>will, would, can, could, may, might, shall, should, must</i> and <i>ought</i> . A modal verb only has <u>finite</u> forms and has no <u>suffixes</u> (e.g. <i>I sing</i> → <i>he sings</i> , but not <i>I must</i> → <i>he musts</i> ).	<i>I <u>can</u> do this maths work by myself.</i> <i>This ride <u>may</u> be too scary for you!</i> <i>You <u>should</u> help your little brother.</i> <i>Is it going to rain? Yes, it <u>might</u>.</i>	<b>Grammar for Writing</b> Y5 unit 37
<b>modify</b>	One word or phrase modifies another by making its meaning more specific. Because the two words make a <u>phrase</u> , the “modifier” is	In the phrase <i>primary-school teacher</i> : <ul style="list-style-type: none"> <li>• <i>teacher</i> is modified by <i>primary-school</i> (to mean a specific kind of teacher)</li> </ul>	

	normally close to the modified word.	<ul style="list-style-type: none"> <li><i>school</i> is modified by <i>primary</i> (to mean a specific kind of school).</li> </ul>	
<b>morphology</b>	A word's morphology is its internal make-up, consisting of a <u>root word</u> plus any changes (e.g. the addition of suffix). Dictionaries normally give only the root word.	<i>dogs</i> has the morphological make-up: <i>dog + s</i> .	<b>Support for spelling</b> p.105
<b>noun</b>	The surest way to identify nouns is by the ways they can be used: they go with a <u>verb</u> to act as its <u>subject</u> , and can usually be singular or <u>plural</u> . Nouns are sometimes called “naming words” because they name people, places and “things”; this is often true, but it doesn't help to distinguish nouns from other word classes. For example, <u>prepositions</u> can name places and <u>verbs</u> can name actions.	<i>Our <u>dog</u> bit the <u>burglar</u> on his <u>behind</u>!</i> <i>My big <u>brother</u> did an amazing <u>jump</u> on his <u>skateboard</u>.</i> <i>Not nouns: He's <u>behind</u> you</i> [this names a place, but is a preposition, not a noun] <i>She can <u>jump</u> so high!</i> [this names an action, but is a verb, not a noun]	<b>Grammar for Writing</b> Y3 units 7, 11 Y5 unit 39 Y6 unit 44
<b>noun phrase</b>	A noun phrase is a <u>phrase</u> (i.e. a group of grammatically connected words) with a <u>noun</u> as its “head” (main word). A noun phrase can normally be used in place of a noun. The noun is called the “head” of the phrase because all the other words help to <u>modify</u> the noun.	<i><u>Foxes</u> can jump.</i> [noun phrase consisting of just a noun] <i><u>Adult foxes</u> can jump.</i> [adult modifies foxes, so adult belongs to the noun phrase] <i><u>Almost all healthy adult foxes</u> can jump.</i> [all the other words help to modify foxes, so they all belong to the noun phrase]	<b>Grammar for Writing</b> Y6 unit 44
<b>object</b>	An object is normally a <u>noun</u> , <u>pronoun</u> , or <u>noun phrase</u> that comes straight after the verb, and shows what they verb is acting upon. Objects can be turned into the <u>subject</u> of a <u>passive verb</u> , and cannot be adjectives. (Contrast with <u>complements</u> )	<i>Year 2 designed <u>that</u>.</i> [pronoun acting as object] <i>Year 2 designed <u>a pretty display</u>.</i> [noun phrase a pretty display acting as object] Contrast: <i>A display was designed.</i> [object of active verb → subject of passive verb] <i>Year 2 designed pretty.</i> [incorrect, because adjectives cannot be objects]	
<b>participle</b>	Verbs in English have two participles, called “present participle” (e.g. walking, taking) and “past participle” (e.g. walked, taken). Unfortunately, these terms can be confusing to learners, because: <ul style="list-style-type: none"> <li>they don't necessarily have anything to do with</li> </ul>	<i>He is <u>walking</u> to school.</i> [present participle] <i>He has <u>taken</u> the bus to school</i> [past participle] <i>The photo was <u>taken</u> in the rain.</i> [past participle]	

	<p>present or past time</p> <ul style="list-style-type: none"> <li>“past participles” are also used as <u>passives</u>.</li> </ul>		
<b>passive voice</b>	<p>A <u>verb</u> in the passive voice:</p> <ul style="list-style-type: none"> <li>is in its past-<u>participle</u> form (e.g. thrown, taken, helped)</li> <li>follows the verb be</li> <li>has its normal (active) <u>object</u> and <u>subject</u> reversed.</li> </ul> <p>Contrast <u>active voice</u>. A verb is not “passive” just because it has a passive meaning: it must be the passive-voice version of an active-voice verb.</p>	<p><i>A visit was <u>arranged</u> by the school.</i> <i><u>The ball was thrown.</u></i></p> <p>Active voice versions: <i>The school arranged a visit</i> <i>He threw the ball.</i></p> <p>Not passive voice: <i>He received a warning.</i> <i>We had an accident.</i></p>	<b>Grammar for Writing</b> Y6 units 45, 48
<b>past tense</b>	<p><u>Verbs</u> in the past tense are commonly used to:</p> <ul style="list-style-type: none"> <li>talk about the past-participle</li> <li>talk about imagined situations</li> <li>make a request to sound more polite</li> </ul> <p>Most verbs take the <u>suffix</u> <i>-ed</i>, to form their past tense, but many commonly used verbs are irregular. See also <u>tense</u></p>	<p><i>Tom and Christy <u>showed</u> me their new TV.</i> [names an event in the past] <i>Alex <u>went</u> on holiday to Brazil.</i> [names and event in the past; irregular past of go] <i>I wish I <u>had</u> a puppy.</i> [names an imagined situation, not a situation in the past] <i>I <u>was</u> hoping you'd help tomorrow.</i> [makes an implied request to sound more polite]</p>	<b>Letters and Sounds</b> p.172 <b>Support for Spelling</b> p.16
<b>perfect</b>	<p>The perfect form of a <u>verb</u> generally calls attention to the consequences of a prior situation. It is formed by:</p> <ul style="list-style-type: none"> <li>taking the past participle of the verb (e.g. <i>thrown, taken, helped</i>)</li> <li>adding the verb <i>have</i> before it (e.g. <i>she has helped</i>).</li> </ul> <p>It can be combined with the <u>continuous</u> (e.g. he has been reading).</p>	<p><i>She <u>has downloaded</u> some songs.</i> [present perfect; now we have some songs] <i>I <u>had eaten</u> lunch when you came.</i> [past perfect; I wasn't hungry when you came]</p>	
<b>phoneme</b>	<p>A phoneme is the smallest unit of sound that signals a distinct, contrasting meaning, For example:</p> <ul style="list-style-type: none"> <li>/t/ contrasts with /k/ to signal the difference between tap and cap</li> <li>/t/ contrasts with /l/ to signal the difference between bought and ball.</li> </ul> <p>It is this contrast in meaning that tells us there are two distinct phonemes at work.</p>	<p>The word <i>cat</i> has three letters and three phonemes. The word <i>catch</i> has five letters and three phonemes. The word <i>caught</i> has six letters and three phonemes.</p>	<b>Letters and Sounds:</b> Notes and Guidance for Practitioners and Teachers p. 18

	There are around 44 phonemes in English; the exact number depends on regional accents. A single phoneme may be represented in writing by one, two three or four letters constituting a single <u>grapheme</u> .		
<b>phrase</b>	A phrase is a group of words that are grammatically connected. Technically speaking, they are connected because all the words in the phrase help to <u>modify</u> the main word of the phrase (called the “head”). If this main word is a <u>verb</u> , then the phrase is a <u>clause</u> or a <u>sentence</u> . Phrases can be made up of other phrases.	<i>She waved to <u>her mother</u>.</i> [The main word is mother, a noun] <i>Always cross <u>on the zebra crossing!</u></i> [The main word is on, a preposition.] <i><u>Nadia</u> waved to her mother.</i> [The main word is waved, a verb. This phrase is also a sentence.]	<b>Grammar for Writing</b> Y6 unit 44 (noun phrase) <b>Compendium of Games</b>
<b>plural</b>	A plural <u>noun</u> normally has a <u>suffix</u> -s or -es and means “more than one”. There are a few nouns with different morphology in the plural (e.g. mice, formulae).	<i><u>dogs</u></i> [more than one dog] <i><u>boxes</u></i> [more than one box] <i><u>mice</u></i> [more than one mouse]	<b>Support for Spelling</b> p.24 <b>Spelling Bank</b> p.10, p.41, p. 42 <b>Grammar for Writing</b> Y3 unit 11 Y4 unit 30
<b>possessive</b>	A possessive can be: <ul style="list-style-type: none"> <li>• a <u>noun</u> followed by an <u>apostrophe</u> (and sometimes s)</li> <li>• a possessive <u>pronoun</u>.</li> </ul> A possessive names the “possessor” of the noun that it <u>modifies</u> . A possessive also acts as a <u>determiner</u> .	<i><u>Tariq's</u> book</i> [Tariq has the book] <i><u>her</u> basketball</i> [she has the basketball]	<b>Grammar for Writing</b> Y4 unit 27 <b>Spelling Bank</b> p.37
<b>prefix</b>	A prefix is added at the beginning of a <u>word</u> in order to turn it into another word. (Contrast <u>suffix</u> .)	<u>overnight</u> , <u>dis</u> appear	<b>Spelling Bank</b> p.6 – 7, p.17 – 18, p.43, p.57, <b>Support for Spelling</b> p. 49 – 51, p.79 - 81
<b>preposition</b>	A preposition links a <u>noun</u> or <u>pronoun</u> to some other word in the sentence. Prepositions often describe locations or directions, but can describe other things, such as relations of time. Words like <i>before</i> or <i>since</i> act as prepositions when they link a noun, but <u>conjunctions</u> when they link <u>clauses</u> .	<i>Tom waved goodbye <u>to</u> Cristy. She'll be back from Australia <u>in</u> two weeks.</i> <i>I haven't seen my dog <u>since</u> this morning.</i> Contrast: <i>I'm going, <u>since</u> no-one wants me here!</i> [conjunction; links two clauses]	<b>Grammar for Writing</b> Y5 unit 42 Y6 unit 44

<p><b>present tense</b></p>	<p>Verbs in the present tense are commonly used to:</p> <ul style="list-style-type: none"> <li>• talk about the present</li> <li>• talk about the future (see also <u>future</u>).</li> </ul> <p>They may take a suffix -s (depending on the <u>subject</u>). See also <u>tense</u></p>	<p><i>Jamal <u>goes</u> to the pool every day.</i> [names a regular event] <i>He <u>can</u> swim.</i> [names a state that is now true] <i>The bus <u>arrives</u> at three.</i> [names a future event]</p>	
<p><b>pronoun</b></p>	<p>Pronouns are usually used like <u>nouns</u>, except that:</p> <ul style="list-style-type: none"> <li>• they are grammatically more specialised</li> <li>• it is harder to <u>modify</u> them (i.e. it is harder to make their meaning more specific).</li> </ul> <p>In the examples, each sentence is written twice: once with pronouns (underlined), once with nouns, The colours show where the same thing is being talked about.</p>	<p><i><u>She</u> waved to <u>him</u>.</i> → <i>Amanda waved to Michael</i> <i><u>His</u> mother is over there.</i> → <i>John's mother is over there.</i> <i><u>This</u> will be an overnight visit.</i> → <i>The visit will be an overnight visit.</i> <i><u>He</u> is the one <u>who</u> broke it.</i> → <i>Simon is the one: Simon broke it.</i></p>	<p><b>Grammar for Writing</b> Y3 unit 15 Y5 unit 39</p>
<p><b>punctuation</b></p>	<p>Punctuation includes any conventional features of written presentation other than spelling and general layout: the standard punctuation marks ( . , ; : ? ! - -- ( ) " ' ), and also <u>word-space</u>, <u>capital letters</u>, <u>apostrophes</u>, paragraph breaks and bullet points.</p> <p>One important role of punctuation is to indicate <u>sentence boundaries</u>.</p>	<p>"<u>I'm going out, Usha, and I won't be long,</u>" Mum said.</p> <p><b>Developing Early Writing</b> <i>Full stops, capital letters</i> Y1 Unit 5,6,7,9, p.83 Y2 Unit C <i>Question marks</i> Y1 Unit 9, p.83 Y2 Unit 15, I <i>Commas in lists</i> Y2 Unit 15, G <i>Speech marks</i> Y2 Unit E <b>Compendium of Games</b></p>	<p><b>Grammar for Writing</b> Y5 units 34, 41, 43 Y6 unit 46 <i>Direct speech</i> Y3 units 4, 16 Y5 unit 36 <i>Exclamation marks</i> Y3 unit 3 Full stops Y3 unit 6 <i>Commas</i> Y3 unit 7, 19 Y4 units 24, 28 Y5 unit 40</p>
<p><b>relative clause</b></p>	<p>A relative <u>clause</u> is a special type of <u>subordinate clause</u> that makes the meaning of a noun more specific (i.e. it <u>modifies</u> the noun). It does this by using a special <u>pronoun</u> to refer back to that noun.</p> <p>In the examples, the relative clauses are underlined, and the colour-coding pairs the pronouns with the nouns they refer back to.</p> <p>It is sometimes possible for the pronoun to refer back to the main clause as a whole, rather than referring back to a</p>	<p>That's the <u>boy who lives near school</u>. [<i>who</i> refers back to <i>boy</i>] The <u>prize that I won</u> was a book. [<i>that</i> refers back to <i>prize</i>] <u>Tom broke the game, which annoyed Ali</u>. [<i>which</i> refers back to the whole clause] The <u>prize that I won</u> was a book. [the pronoun is omitted]</p>	<p><b>Grammar for Writing</b> Y6 unit 47</p>

	noun. It is also possible for the pronoun to be omitted.		
<b>root word</b>	A root word is a <u>word</u> 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.	<u>played</u> [the root word is <i>play</i> ] <u>unfair</u> [the root word is <i>fair</i> ]	<b>Spelling Bank</b> p.6 – 7. p. 17 – 18. p.44 <b>Support for Spelling</b> p. 49 – 51, p. 85 - 87
<b>sentence</b>	A sentence is a group of <u>words</u> which are grammatically connected, and where nothing is grammatically missing, In other words, a sentence must be grammatically complete.	<u>John went to his friend's house.</u>  Contrast: <i>John went to.</i> [The preposition <i>to</i> should be linked to a noun, but the noun is missing. This is not grammatically complete, and so it is not a sentence.]	<b>Developing Early Writing</b> Y1 Unit 1-7,9, p.78-82 Y2 Unit 12, H <b>Grammar for Writing</b> Y3 unit 6 Y4 units 20, 28 <b>Compendium of Games</b>
<b>split digraph</b>	See <u>digraph</u>		
<b>Standard English</b>	Standard English is the variety of the English language that is generally used for formal purposes in speech and writing, It is not the English of a particular region and it can be spoken with any accent.		<b>Grammar for Writing</b> Y5 unit 33 Y6 unit 54
<b>stressed</b>	A <u>syllable</u> is stressed if it is pronounced more forcefully than the syllables next to it. The other syllables are unstressed.	<u>about</u> <u>visit</u>	
<b>subject</b>	The subject of a verb is normally the noun or pronoun that names the “do-er” or “be-er”. The subject's normal position is: <ul style="list-style-type: none"> <li>• just before the verb in a statement</li> <li>• just after the verb, or an <u>auxiliary verb</u>, in a question.</li> </ul> Unlike the verb's <u>object</u> and <u>complement</u> , the subject can determine the form of the verb. (e.g. <u>I</u> am, <u>you</u> are).	<u>Rula's mother</u> went out. <u>That</u> is uncertain. <u>The children</u> will study the animals. Will <u>the children</u> study the animals?	

<p><b>subjunctive</b></p>	<p>What is sometimes called the subjunctive of a <u>verb</u> 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"> <li>• the third person singular of any verb in the present tense does not have its usual –s ending</li> <li>• the verb <i>be</i> in the present tense is always "be" (not "am", "are" or "is")</li> <li>• the verb <i>be</i> in the past tense always has the form "were" (not "was")</li> <li>• the negatives of verbs in the present tense are formed differently</li> <li>• Some <u>modal verbs</u> have a different form.</li> </ul>	<p><i>The school requires that all pupils <u>be</u> honest.</i> [It's possible for pupils not to be honest, but the school would like them to be.]</p> <p><i>If Zoe <u>were</u> the class president, things would be much better.</i> [But Zoe isn't the class president.]</p> <p><i>The school rules demand that pupils <u>not enter</u> the gym at lunchtime.</i> [But it still might happen]</p> <p><i>I wish you <u>would stop!</u></i> [not "will stop"]</p> <p><i>I insist that he <u>come</u> to visit every week.</i> [He doesn't actually come to visit, but I would like him to.]</p> <p>Not subjunctive: <i>I insist that he comes to visit every week.</i> [I am insisting that it's actually the case that he does visit, not simply that I would like him to.]</p>	<p><b>Spelling Bank</b> p.5, p.13 – 14 <b>Support for Spelling</b> p.33 – 36, p.43 – 46.</p>
<p><b>subordinate, subordination</b></p>	<p>A subordinate word or phrase tells us more about the meaning of the word it is subordinate to. Subordination can be thought of as an unequal relationship between a subordinate word and a main word. For example:</p> <ul style="list-style-type: none"> <li>• an adjective is subordinate to the noun it <u>modifies</u></li> <li>• <u>subjects</u> and <u>objects</u> are subordinate to their <u>verbs</u>.</li> </ul> <p>Subordination is much more common than the equal relationship of <u>co-ordination</u>. See also <u>subordinate clause</u>.</p>	<p><i>big dogs</i> [<i>big</i> is subordinate to <i>dogs</i>] <i>Big dogs need long walks.</i> [<i>big dogs</i> and <i>long walks</i> are subordinate to <i>need</i>] <i>We can watch TV when we've finished.</i> [<i>when we've finished</i> is subordinate to <i>watch</i>]</p>	<p><b>Compendium of Games</b></p>
<p><b>subordinate clause</b></p>	<p>A subordinate <u>clause</u> is <u>subordinate</u> to some <u>word</u> outside itself:</p> <ul style="list-style-type: none"> <li>• it may <u>modify</u> this word (e.g. as a <u>relative clause</u> or as an <u>adverbial</u>), or</li> <li>• it may be used as a verb's <u>subject</u> or <u>object</u>.</li> </ul> <p>However, clauses that are directly quoted as direct speech are not subordinate clauses.</p>	<p><i>That's the street <u>where Ben lives</u>.</i> [relative clause; modifies <i>street</i>] <i>He watched her <u>as she disappeared</u>.</i> [adverbial; modifies <i>watched</i>] <i><u>What you said</u> was very nice.</i> [acts as subject of <i>was</i>] <i>She noticed <u>an hour had passed</u>.</i> [acts as object of <i>noticed</i>]</p>	<p><b>Grammar for Writing</b> Y4 unit 28 Y5 units 34, 40, 43</p>
<p><b>suffix</b></p>	<p>A suffix is an 'ending', something used at the end of one <u>word</u> to turn it into another word. Suffixes can change one word class into another. Contrast <u>prefix</u>.</p>	<p><i>call</i> → <i>called</i> <i>teach</i> → <i>teacher</i> [turns a verb into a noun] <i>terror</i> → <i>terrorise</i> [turns a noun into a verb]</p>	<p><b>Letters and Sounds:</b> Six Phase Teaching Programme pp. 171</p>

<b>syllable</b>	A syllable sounds like a beat in a <u>word</u> . Syllables consist of at least one <u>vowel</u> , and possible one or more <u>consonants</u> .	<i>Cat</i> has one syllable. <i>Fairy</i> has two syllables <i>Hippopotamus</i> has five syllables.	
<b>tense</b>	Tense is the choice between different verb forms that is normally used to indicate time (although tense and time do not always match up.) Verbs in English (and other Germanic languages) have two distinct tense forms: <u>present</u> and <u>past</u> . Verbs in languages like French, Spanish and Italian have three distinct tense forms: present, past and future. English uses a variety of verbs in the present tense to talk about <u>future</u> time, such as <i>may</i> , <i>will</i> intend, or <i>plan</i> . English also uses verbs in the past tense to talk about imagined situations in the past, present or future.	He studies. [present tense → present time] He studied yesterday. [past tense → past time] He studies tomorrow, or else! [present tense future time] He may study tomorrow. [present tense+ infinitive → future time] He plans to study tomorrow. [present tense + infinitive → future time] If he studied tomorrow, he'd see the difference! [past tense → imagined future]  Contrast three distinct tense forms in Spanish: Estudia [present tense] Estudio [past tense] Estudiara [future tense]	<b>Developing Early Writing</b> Y2 Unit D <b>Compendium of Games</b>
<b>trigraph</b>	A type of <u>grapheme</u> where three letters represent one <u>phoneme</u> .	<i>high</i> <i>pure</i> <i>patch</i> <i>hedge</i>	<b>Letters and Sounds:</b> Notes and Guidance for Practitioners and Teachers p.19
<b>unstressed</b>	See stressed		
<b>verb</b>	The surest way to identify verbs is by the ways they can be used: they can usually have a <u>tense</u> , either <u>present</u> or <u>past</u> . (See also <u>future</u> .) Verbs are sometimes called “doing words” because many verbs name an action that someone does; while this can be a way of recognising verbs, it doesn't distinguish verbs from nouns (which can also name actions), and moreover many verbs do <b>not</b> name actions.	<i>He <u>looked</u> out of the school bus window.</i> [present tense] <i>The teacher <u>wrote</u> a song for the class.</i> [past tense] <i>We <u>will go</u> to the zoo soon!</i> [present tense + infinitive] <i>He <u>likes</u> chocolate.</i> [present tense] Not verbs: <i>The <u>walk</u> to Harriet's house will take an hour.</i> [noun] <i><u>Surfing</u> makes Michelle so sleepy!</i> [noun]	<b>Grammar for Writing</b> Y3 units 1, 2, 7, 14 Y4 units 22, 30 Y5 unit 37

<b>vowel</b>	<p>A vowel is a speech sound which is produced without any closure or obstruction of the vocal tract.</p> <p>Vowels can form <u>syllables</u> by themselves, or they may combine with <u>consonants</u>.</p> <p>In the English writing system, the letters a,e,i,o, u and y can represent vowels.</p>		
<b>word</b>	<p>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.</p> <p>Sometimes, what appears to be two words are grammatically treated as one. This may be indicated with a hyphen or apostrophe.</p>	<p><u>headteacher</u> or <u>head teacher</u> [can be written with or without a space]</p> <p><u>primary-school</u> teacher (normally written with a hyphen)</p> <p><u>I'm</u> going out</p> <p><u>9.30 am.</u></p>	
<b>word family</b>	<p>The <u>words</u> in a word family are normally related to each other by a combination of form, grammar and meaning.</p>	<p><u>teacher</u> – <u>teach</u></p> <p><u>extensive</u> – <u>extend</u> - <u>extent</u></p>	

## Resources

*Grammar for Writing* Ref: DfEE 0107/2000  
SBN 0 19 312401 7

*Support for Spelling* Ref: 001717-2009FLR-EN  
Copies of this publication may be available from:  
[www.teachernet.gov.uk/publication](http://www.teachernet.gov.uk/publication)

*Jumpstart Literacy: Games and activities for ages 7 -14* by Corbett, David Fulton Publishers  
ISBN 1-84312-102-6

*Compendium of Games*, Primary English Team

# Primary English Education Consultancy Limited

[rachel.clarke@primaryenglished.co.uk](mailto:rachel.clarke@primaryenglished.co.uk)  
[charlotte.reed@primaryenglished.co.uk](mailto:charlotte.reed@primaryenglished.co.uk)

[twitter.com/@PrimaryEnglish](https://twitter.com/PrimaryEnglish)  
[facebook.com/PrimaryEng](https://facebook.com/PrimaryEng)  
[pinterest.com/PrimaryEngEd](https://pinterest.com/PrimaryEngEd)  
[www.primaryenglished.co.uk](http://www.primaryenglished.co.uk)