**Grammatical Terms/Word Classes/Features of Sentences**

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| **Nouns** | |
| **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** | An **adjective** is a ‘describing’ word: it is a word used to describe (or tell you more about) a noun.  Example: 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)  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***) |
| **Interrogative (‘asking’) adjectives** | e.g.: What? Which? … They are used to ask questions about a noun.  Example: **Which** hat do you prefer? |
| **Possessive adjectives** | e.g.: my, our, their, his, your … Possessive adjectives show ownership.  Example.: Sue never brushes **her** hair. |
| **Adjectives of number or quantity** | e.g. much, more, most, little, some, any, enough … These answer the question: How much?  Example: 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?  Example: **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. *running, eating, sitting.*  All sentences have a subject and a verb. The subject is the person or thing doing the action: Example: 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.  Examples:  I *have* arrived (‘arrived’ is the main verb and ‘have’ is the auxiliary verb)  We *are* 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:  E.g. *soft –* ***softly****; slow –* ***slowly****.* |
| **Adverb or Adjective?** | Some words can be either adverbs or adjectives depending on what they do in a sentence, e.g. *fast, hard, late.*  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.  Examples:  ***Life is hard. (adjective) Kim works hard. (adverb)***  ***The train arrived early. (adverb) I took an early train. (adjective)*** |
| **Pronouns** | |
| **Term** | **Definition** |
| **Pronoun** | 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’)  We use **pronouns** so that we do not have to repeat the same nouns over again.  **Have a look at the following sentence:** When Barnaby stroked the cat and listened to the cat purring softly, Barnaby felt calm and peaceful.  **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. |
| **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*** |
| **Plural**  **pronouns** | Plural pronouns are used to refer to more than one person or thing.  E.g**.: *we, they, us, them, ours, yours, theirs*** |
| **Other word classes and grammatical terms** | |
| **Term** | **Definition** |
| **Prepositions** | Prepositions are words which show the relationship of one thing to another.  Examples: Tom jumped ***over*** the cat.  The monkey is ***in*** the tree.  These words tell you where one thing is in relation to something else.  Other examples of prepositions include: ***up, across, into, past, under, below, above …*** |
| **Connectives (conjunctions)** | Connectives (conjunctions) join together words, phrases, clauses and sentences. They help us to create compound sentences by joining two main clauses together.  E.g.: She went to the shops. She bought a box of chocolates.  We can use a conjunction to join these sentences together:  She went to the shops ***and*** bought a box of chocolates.  Other connectives (conjunctions) include: ***but, as, so, or …*** |
| **Subordinating connectives** | Subordinating connectives link a main (independent) clause with a subordinate (dependent) clause (a clause which does not make sense on its own).  Example: ***When*** *we got home*, we were hungry.  We were hungry ***because*** we hadn’t eaten all day. Other subordinating connectives include: ***if, while, after, until, before , although…*** |
| **Article** | An article is always used with and gives some information about a noun. There are three articles: ***a, an*** and ***the***  Examples: ***the*** chair; ***a*** table; ***an*** elephant  \*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.*** |
| **Features of sentences/Types of sentences** | |
| **Term** | **Definition** |
| **Declarative sentence (statement)** | These are sentences which state facts.  e.g**.:** It is hot.  The butter is in the fridge. |
| **Interrogative sentence (question)** | Interrogative sentences (questions) are sentences which ask for an answer.  e.g.: Are you hot?  Where is the butter? |
| **Imperative sentence (command)** | These are sentences which give orders or requests.  e.g.: Play the movie.  Give me a dinosaur for my birthday. |
| **Exclamatory sentence (exclamation)** | Exclamatory sentences (exclamations) are sentences which express a strong feeling of emotion.  e.g.: My goodness, it’s hot!  I absolutely love this movie! |
| **Clause** | A clause is a group of words which does contain a verb; it is part of a sentence.  There are two kinds of clauses:   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)   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. |
| **Phrase** | 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 |

**Vocabulary/language strategies**

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| **Definition** | **Example** |
| **Synonyms**  These are words that have a similar meaning to another word. We use synonyms to make our writing more interesting. | Synonyms for:  Bad - awful, terrible, horrible  Happy - content, joyful, pleased  Look - watch, stare, glaze  Walk - stroll, crawl, tread |
| **Antonyms**  These are words with the opposite meaning to another word. | The antonym of up is down  The antonym of tall is short  The antonym of add is subtract |
| **Word groups/ families**  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. | **at, cat, hat, and fat** are a family of words with the **"at"** sound and letter combination in common.  **bike, hike, like, spike and strike** are a family of words with the "ike" sound and letter combination in common.  **blame, came, fame, flame and game** are a family of words with the **"ame"** sound and letter combination in common. |
| **Prefix**  Prefixes are added to the beginning of an existing word in order to create a new word with a different meaning. | Adding ‘un’ to happy – **un**happy  Adding ‘dis’ to appear – **dis**appear  Adding ‘re’ to try – **re**try |
| **Suffix**  Suffixes are added to the end of an existing word to create a new word with a different meaning. | Adding ‘ish’ to child – child**ish**  Adding ‘able’ to like – like**able**  Adding ‘ion’ to act – act**ion** |
| **Root words**  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 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. | help is a root word  It can grow into:  helps  helpful  helped  helping  helpless  unhelpful |
| **Singular**  A singular noun names one person, place or thing (a single item). | One bike  One mango  One dress  One fly  One turkey  One half |
| **Plural**  More than one person, place or thing. | *Most nouns are made into plurals by adding –s:*  Three bikes  *Some nouns ending in –o are made into plurals by adding –es:*  Two mangoes  *Most nouns ending in hissing, shushing or buzzing sounds are made into plurals by adding –es:*  Ten dresses  *For words ending in a vowel and then –y, just add –s:*  Eight turkeys  *For words ending in a consonant and then –y, change -y to -i*  *and add –es:* Five flies  *Most nouns ending in -f or-fe change to -ves in the plural:*  Six halves |

**Punctuation**

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| **Definition** | **Example** |
| **Capital letter**  Used to denote the beginning of a sentence or a proper noun (names of particular places, things and people). | Joel has karate training ever Monday afternoon at Wells Primary School.  In January, the children will be visiting London Zoo. |
| **Full stop**  Placed at the end of a sentence that is not a question or statement. | Terry Pratchett's latest book is not yet out in paperback.  I asked her whether she could tell me the way to Brighton. |
| **Question mark**  Indicates a question/disbelief. | Who else will be there?  Is this really little Thomas? |
| **Exclamation mark**  Indicates an interjection/surprise/strong emotion | What a triumph!  I’ve just about had enough!  Wonderful! |
| **Inverted commas**  Punctuation marks used in pairs ( “ ”) to indicate:   * quotes (evidence). * direct speech * words that are defined, that follow certain phrases or that have special meaning. | *For direct speech:*  Janet asked, "Why can't we go today?"  *For quotes:* The man claimed that he was “shocked to hear the news”.  *For words that are defined, that follow certain phrases or that have special meaning:*  'Buch' is German for book. The book was signed 'Terry Pratchett'. The 'free gift' actually cost us forty pounds. |
| **Apostrophes**  Used to show that letters have been left out (contractions) or to show possession (i.e. ‘belonging to’) | *Contractions:*  *Is not = isn’t Could not = couldn’t*  *Showing Possession:*  *With nouns (plural and singular) not ending in an s add 's:*the girl’s jacket, the children's books  *With plural nouns ending in an s, add only the apostrophe:*the guards' duties, the Jones' house  *With singular nouns ending in an s, you can add either 's or an apostrophe alone:*  the witness's lie or the witness' lie (be consistent) |
| **Commas in a list**  Used between a list of three or more words to replace the word *and* for all but the last instance. | 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. |
| **Commas to mark phrases or clauses** | *To indicate contrast:* The snake was brown, not green, and it was quite small.  *Where the phrase (embedded clause) could be in* [*brackets*](http://correctpunctuation.explicatus.info/index.php?Brackets)*:* The recipe, which we hadn't tried before, is very easy to follow.  *Where the phrase adds relevant information:* Mr Hardy, aged 68, ran his first marathon five years ago.  *To mark a subordinate clause:* If at first you don't succeed, try again.  Though the snake was small, I still feared for my life.  *Introductory or opening phrases:* In general, sixty-eight is quite old to run a marathon.  On the whole, snakes only attack when riled.  *Conjunctive verbs:* Unfortunately, the bear was already in a bad mood  and, furthermore, pink wasn't its colour. |
| **Brackets (also known as parentheses)**  Used for additional information or explanation. | *To clarify information:*  Jamie's bike was red (bright red) with a yellow stripe.  *For asides and comments:*  The bear was pink (I kid you not).  *To give extra details:*  His first book (The Colour Of Magic) was written in 1989. |
| **Ellipsis**  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). | *A pause in speech:*  “The sight was awesome… truly amazing.”  *At end of a sentence to create suspense:*  Mr Daily gritted his teeth, gripped the scalpel tightly in his right hand and slowly advanced… |
| **Dash**  Used to show interruption (often in dialogue) or to show repetition. | *To show interruption:*  *“The girl is my – “*  *“Sister,” interrupted Miles, “She looks just like you.”*  *To show repetition:*  *“You-you monster!” cried the frightened woman.*  *“St-st-stop!” stammered the boy.* |
| **Colons**   1. Used before a list, summary or quote 2. Used to complete a statement of fact | *Before a list:* I could only find three of the ingredients: sugar, flour and coconut.  *Before a summary:* To summarise: we found the camp, set up our tent and then the bears attacked.  *Before a line of speech:* Tom asked: “May I have another cupcake?”  *Before a statement of fact:*  There are only three kinds of people: the good, the bad and the ugly. |
| **Semi-colons**  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. | *To link two separate sentences that are closely related:*  The children came home today; they had been away for a week.  *In a list:*  Star Trek, created by Gene Roddenberry; Babylon 5, by JMS; Buffy, by Joss Whedon; and Farscape, from the Henson Company. |