



Glossary of terms

Abstract noun	A feeling or concept which cannot be touched, such as love, happiness, education.
Active voice	A sentence written in the active voice has the subject of the sentence carrying out the main action.
Adjectival phrase	A phrase built around an adjective – for example ‘bright red’, ‘frighteningly bad’.
Adjective	A word which describes a noun .
Adverb	A word which describes how a verb action is being carried out.
Adverbial phrase	A phrase built around an adverb – for example ‘as quickly as possible’, ‘very rudely’.
Ambiguity	A sentence contains ambiguity if it could be open to more than one meaning. Pupils are taught to use hyphens to avoid ambiguity; for example, the sentence ‘Jaws is about a man eating shark’ could be ambiguous, but with the insertion of a hyphen becomes much clearer: ‘Jaws is about a <u>man-eating</u> shark’.
Antonym	A word with the opposite meaning to another, e.g. good/bad, wise/foolish, long/ short.
Apostrophe	A punctuation mark used to show possession or to represent missing letters in a contracted form . See also possessive apostrophe .
Article	Words which tell us if a noun is general or specific. ‘The’ is called the ‘definite article’ and refers to specific nouns: ‘The man’s hat is blue’. The ‘indefinite articles’ are ‘a’ and ‘an’, referring to general nouns: ‘A cow eats grass’.
Auxiliary verb	A verb which forms the tense, mood and voice of other verbs. The auxiliary verbs are ‘be’, ‘do’ and ‘have’ plus the modal verbs . For example, ‘be’ is used in the progressive tense verbs such as ‘I <u>am</u> running’, ‘he <u>was</u> eating’.
Brackets ()	A punctuation mark used to set a non-essential section of a sentence apart. Also known as parenthesis. For example, ‘My friend Chloe (who is three months older than me) is coming to my house tonight’.
Bullet points	A way of setting information out in a list of points, which may be phrases , words or short sentences .
Capital letter	A letter used at the beginning of a sentence and for proper nouns . They may also be used at the beginning of the important words in a title or sign, for example, ‘Keep Off the Grass’.
Clause	Clauses are the building blocks of a sentence . They are groups of words that contain a subject and a verb . They can be ‘ main ’ or ‘ subordinate ’.
Cohesion	A sentence will have cohesion if all its parts fit together, for example if tenses and pronouns are consistent and determiners refer to the correct noun.
Collective noun	A noun which refers to a group of people, animals or things, for example, ‘a <u>class</u> of children’, ‘a <u>herd</u> of elephants’, ‘a <u>pride</u> of lions’.
Colon :	A punctuation mark used in a sentence to indicate that something is about to follow, such as a quotation, an example or a list. For example, ‘I need three things from the shop: milk, eggs and bread’.
Comma ,	A punctuation mark used in a sentence to mark a slight break between different parts of a sentence, or to separate clauses in order to reduce ambiguity and increase cohesion . Primary pupils are taught to use commas to separate items in a list, to demarcate clauses and before introducing direct speech.

Command	A type of sentence which instructs or orders an action to take place. Contains an imperative verb which does not need a subject . Often a command will begin with this imperative verb or with a time connective . For example, ‘ <u>Eat</u> your dinner. <u>Next add</u> the eggs to the mixture’.
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Direct speech	A sentence where the exact words spoken are represented, and shown in speech marks (also known as inverted commas). (“Tidy your room, please,” said Mum).
Ellipsis ...	Three dots which are used to show missing words or to create a pause for effect. For example, ‘So...tell me what happened’.
Embedded clause	A clause used in the middle of another clause. It is usually marked by commas. For example, ‘The man, <u>walking along with his dog</u> , whistled a tune to himself’.
Etymology	The origin of words and how they have changed over time. Knowing the etymology of some words can help children to spell them, for example knowing that words with ‘ch’ pronounced ‘sh’ are often of French origin (e.g. machine, chef, brochure).
Exclamation	A sentence which expresses surprise or wonder, and ends with an exclamation mark in place of a full stop. Begins with the words ‘how’ or ‘what’ and must also contain a verb. For example, ‘What big eyes you have, Grandma!’ or ‘How cold it is today!’
Exclamation mark !	A punctuation mark used at the end of an exclamation - for example, ‘What a fantastic day we have had!’ It can also be used at the end of a statement or command to show something has been said with feeling or emotion, for example, ‘That was a really scary film!’ or ‘Stop hitting your brother!’
Exclamative statement	See exclamation.
First person	A sentence is written in the first person if it is written from the point of view of the subject – in other words, using the pronouns ‘I’ or ‘we’.
Formal speech	A type of speech or writing used in formal, ‘serious’ texts and situations. Children in primary school start to be taught the difference between the language we use when speaking informally (for example, to our friends) and the language we may use for a formal text, such as a letter of complaint.
Fronted adverbial	Words or phrases used at the beginning of a sentence, used like adverbs to describe the action that follows. For example, ‘ <u>With a happy smile</u> , she skipped into the room’.
Full stop	A punctuation mark used to demarcate the end of a statement or command.
Future tense	A verb tense which describes actions that are going to take place in the future. Often uses the modal auxiliary verb ‘will’. For example, ‘Tomorrow I will do the shopping’.
GPC	Stands for grapheme-phoneme correspondence, and refers to the way that sounds heard in words are written down.
Grammar	The rules that cover spoken and written language.
Grapheme	A letter or string of letters that represents a spoken sound.
Homophone	Words that sound the same but have different meanings. Some have different spellings and meanings but sound the same - for example, ‘there/their/they’re’; some are spelt the same but have different meanings - for example, ‘fair’ (‘Let’s go to the fair!’/‘That’s not fair’).
Hyphen -	A punctuation mark used to link and join words, and often used to reduce ambiguity in sentences: for example twenty-seven, brother-in-law, man-eating, long-legged.
Imperative verb	A verb that stands alone without a subject noun or pronoun in a command.
Indefinite article	See article.



Indirect speech	A sentence where the main points of what someone has said are reported without actually writing the speech out in full. Speech marks are not used. For example, 'Mum told us to tidy our rooms'.
Informal speech	See formal speech .
Inverted commas	Punctuation marks used to demarcate direct speech in a sentence. Also known as speech marks, but in the 2014 National Curriculum children are taught the term inverted commas instead.
Main clause	The leading clause in a sentence which indicates the main subject and action of the sentence. It stands alone without any additional clauses . For example, 'Even though the weather is bad, <u>I will still go for a walk</u> '.
Modal verb	A special verb which affects the other verbs in the sentence by showing obligation (e.g. 'You <u>should</u> do your homework'), possibility (e.g. 'I <u>might</u> have pizza for tea'), ability (e.g. 'You <u>can</u> ride a bike now') or permission (e.g. 'You <u>may</u> go out now').
Morphology	The study of words, how they are formed and their relationship to other words in the same language. It analyses the structure of words and parts of words, such as stems, root words , prefixes , and suffixes . An understanding of morphology can help children with spelling strategies, e.g. knowing that 'medicine', 'medical' and 'paramedic' all share a common root.
Noun	A naming word for things, animals, people, places and feelings. Can be common , proper , concrete , abstract or collective .
Noun phrase	A small group of words that does not contain a verb . A noun phrase contains a noun plus words to describe it - for example, 'the spotty, black dog'.
Object	The object of a sentence is involved in the action but does not carry it out. For example, 'I dropped <u>my cup</u> on the floor'.
Paragraph	A distinct section of a piece of writing, which usually has a single theme. It is indicated by starting a new line or indenting the start of the first sentence.
Parenthesis	See brackets .
Passive voice	A sentence is written in the passive voice when the subject is having something done to it. For example, 'The mouse was chased by the cat'.
Past continuous tense	See past progressive tense .
Past perfect tense	A tense used to describe actions that were completed by a certain time in the past. For example, 'Yesterday I was late because I <u>had walked</u> to school'.
Past progressive tense	Also known as past continuous tense, a form of the past tense where something goes on for a period of time in the past - for example, 'I was walking in the park'. Usually formed by adding the suffix '-ing' to a verb.
Past tense	Any one of a set of verb tenses which describe action that took place in the past. See also progressive tense , past perfect tense .
Phonics	A way of teaching reading and writing which focusses on hearing and learning the sounds in words, and how these are written down. Children are taught to blend sounds together to read words and to segment sounds in words they hear, in order to write down the correct GPCs .



Phrase	A small group of words that does not contain a verb .
Plural	More than one. Using plurals can affect the nouns and verbs in a sentence .
Phoneme	A sound which makes up all or part of a word. For example, the word ‘light’ is made up of the phonemes: ‘l’, ‘igh’ and ‘t’.
Personal pronoun	A pronoun which replaces a person, place or thing. For example, ‘I’, ‘you’, ‘he’, ‘she’, ‘we’, ‘they’, ‘it’, ‘me’, ‘him’, ‘her’, ‘us’, ‘them’.
Possessive apostrophe	An apostrophe used before the letter s to show ownership. For example, ‘This is Sally’s coat’.
Possessive pronoun	A pronoun which is used to show ownership. Some can be used on their own (‘mine’, ‘yours’, ‘his’, ‘hers’, ‘ours’, ‘theirs’), whilst others need to be attached to a noun (‘my’, ‘your’, ‘her’, ‘our’, ‘their’, ‘whose’).
Prefix	Letters that go in front of a root word and change its meaning, for example, ‘un-’ (happy/unhappy), ‘dis-’ (appear/disappear), ‘re-’ (act/react)
Preposition	A linking word in a sentence, used to show where things are in time or space. For example, ‘under’, ‘after’, ‘next’, ‘behind’.
Prepositional phrase	A phrase which contains a preposition . For example, ‘under the carpet’, ‘behind the door’, ‘after school’.
Present perfect tense	The tense which describes actions that are completed at an unspecified time before this moment. For example, ‘I <u>have cycled</u> two miles already.’
Present progressive tense	A tense which describes an action which began in the past and is still going on now. For example, ‘I am <u>learning</u> to speak French’.
Present tense	Any one of a set of tenses that describe actions which are happening now. See also present perfect tense and present progressive tense .
Pronoun	Any word which can be used to replace a noun. See personal pronoun , possessive pronoun .
Proper noun	A noun which names a particular person, place or thing. For example, ‘John’, ‘London’, ‘France’, ‘Monday’, ‘December’.
Punctuation mark	A symbol used to create and support meaning within a sentence or within a word, for example full stop, comma, question mark, colon, speech marks .
Relative clause	A relative clause is a type of subordinate clause that adapts, describes or modifies a noun by using a relative pronoun (who, that or which). For example, ‘He ate too many cakes, <u>which</u> made him feel ill’.
Relative pronoun	A pronoun used in a relative clause (who, that, which).
Reported speech	See indirect speech .
Root word	A basic word with no prefix or suffix added to it. Adding prefixes and suffixes can change the meaning of a root word.
Question	A type of sentence which asks a question. It either begins with one of the question words (who, what, where, when, how, why) or reverses the (pro)noun/verb order in a statement - for example, ‘Sarah is washing the dishes’ becomes ‘Is Sarah washing the dishes?’

Question mark ?	A punctuation mark which indicates a question and comes at the end of the sentence in place of the full stop .
Second person	A sentence is written in the second person if it is written from the point of view of a person being spoken to – in other words, using the pronoun ‘you’.

A **punctuation mark** used in a **sentence** to separate major sentence elements. A