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| **Terminology** | **Explanation** | **Example** |
| **adjective** | Adjectives give us more information about nouns. | A **tall** giraffe.  The weather grew **cold**. |
| **adverb** | Most adverbs, as their name suggests, tell us more about verbs. Adverbs like these are often formed by adding ‘-ly’ to an adjective.  Not all adverbs end in ‘ly’ (see example) | The troll ate **ravenously**.  The adverb 'ravenously' tells you how the troll was eating.  All of the passengers cheered **loudly**, and we cheered **too**. |
| **Adverb types** | Adverbs of time: when something is done or happens. E.g. yesterday, today, earlier, sooner, meanwhile.  Adverbs of place: where something is done or happens. E.g. above, below, under, beside, outside, inside, along.  Adverbs of manner: how something is done or happens. E.g. sadly, happily, merrily, quickly, slowly, slovenly.  Adverbs of degree: very, slightly, extremely, nearly, overly, almost, quite.  Adverbs of frequency: how often something is done or happens. E.g. often, seldom, frequently, always, never, rarely. | **Above**, the aeroplane blew out smoke.  (above here is used as an adverb to tell us where the aeroplane was blowing out smoke).  My school bus just went **past**.  (past here is used as an adverb). |
| **Active voice**  **Passive voice** | **Rules for changing Active Voice into Passive Voice:**   * Identify the subject, the verb and the object: SVO. * Change the object into subject. * Put the suitable helping verb or auxiliary verb. * Change the verb into past participle of the verb. * Add the preposition "by" * Change the subject into object. | * The dog was eating a bone = active * A bone was being eaten by the dog = passive   A clown was scaring the children = active  The children were being scared by a clown = passive |
| **Apostrophes** | Apostrophes have two uses: 1. To indicate a missing letter or letters in a shortened word (sometimes call omission or a contraction)  2. To show what someone or something owns or possesses.  There is no apostrophe in ordinary plurals like tomatoes and videos.  When the noun is plural and already ends in s, you add an apostrophe by itself.  For example: the cities' cathedrals When a person's name ends in s, you add an apostrophe followed by s if you normally say an extra s in speaking. But you just add an apostrophe by itself when you do not normally say the s in speaking.  For example: St Thomas's Hospital; Achilles' armour. | 1. didn't (did not)  can’t (can not)  2. The extra-terrestrial’s toenails (the toenails of the extra-terrestrial). |
| **Clause** | A clause is a part of a sentence that has its own verb. | I **ran** to the shop. |
| **Independent/ Main clause** | A sentence can contain one or more main clauses, linked by a conjunction such as and, but, or, or yet, or by a semicolon.  A main clause MUST make sense on its own. | We approached cautiously; the lioness was beginning to stir.  Here both parts of the sentence make sense on their own so they are both main clauses. |
| **Dependent/**  **Subordinate clause** | A subordinate clause begins with a subordinating conjunction such as because, if, or when, and it can come before or after the main clause.  A subordinate clause CAN NOT make sentence on its own. | **Because they eat aphids,** ladybirds are useful in the garden.  In this sentence, the bold underlined clause in the subordinate clause.  The second part of the sentence is the main clause as it makes sense still without the first part of the sentence. |
| **Relative embedded clause** | A relative clause is a type of subordinate/dependent clause. It explains or describes something that has just been mentioned, and is introduced by a relative pronoun: that, which, who, whom, whose, when, or where. | The book, **which Tolkien wrote for his children**, was an instant success.  The underlined clause is the relative clause.  The rest of the sentence in the main clause as it still makes sense if we omit the relative clause. |
| **Commas** | Commas are used: 1. To mark a pause in a sentence, especially to separate a subordinate clause from the main clause.  For example: When the howling stopped, we ventured out from the cave. 2. To separate items in a list or series. For example: I've packed a bikini, flippers, snorkel, and a periscope. | 1. When the howling stopped, we ventured out from the cave.  2. I've packed a bikini, flippers, snorkel, and a periscope. |
| **Co-ordinating Conjunctions** | Coordinating conjunctions join words or clauses which are of equal importance in a sentence. They form a co-ordinating sentences.  For example: for, and, nor, but, or, yet so (FANBOYS) | Would you prefer tea and biscuits, **or** coffee and cake?  The experience was terrifying **yet** exciting at the same time. |
| **Subordinating conjunctions** | Subordinating conjunctions are used to link an independent (main) and a dependent (subordinate) clause. They are used to form subordinating sentences.  For example: although, because, if, until, unless, when, where, while, whilst, whereas.  You can change the position of the subordinating conjunction in the start, (see examples). | Mira felt brave **because** she had her lucky pebble.  **Because** Mira had her lucky pebble, she felt brave. |
| **Consonant** | Every letter in the English alphabet that is not a vowel. |  |
| **Determiner** | A determiner modifies the noun.  You will always find a determiner before a noun in a sentence (unless an adjective is used to describe the noun, then it will be before the adjective).  There are many examples of these including:  the, a, an (article determiners)  several, many, one, two, some, multiple/ any quantity (Quantifiers)  those, these (demonstratives)  his, hers, ours, theirs (possessives) | **The** boy walked down **a** street.  **Those** pencils are mine.  There were **several** children in the lunch line.  It was **her** job to tidy up **the** crayons.  **The** multi-coloured unicorn danced energetically across **a** shimmering rainbow. |
| **Ellipses …** | An ellipsis is used to show that one or more words have been missed out or that a sentence is not finished. | "No! Don't tell Dad about the ..." |
| **Exclamation mark  !** | You use an exclamation mark to indicate shouting, surprise, or excitement in direct speech.  It can also be used to express surprise, alarm, or excitement in a narrative.  It is also used at the end of an exclamation sentence (see exclamation sentence). | 'Stop! Don't drink! The goblet is poisoned!'  The sun was coming up. She must hurry! Soon the spell would wear off! |
| **Full stop  .** | A full stop shows where a sentence ends, when the sentence is neither a question nor an exclamation,  Full stops go within inverted commas in direct speech. For example: He said, 'I'll meet you outside the cinema. ‘ | Our story begins in 1914, on the eve of the First World War. |
| **Homophone** | A noun with the same sound as another. | Sun/son  Week/weak |
| **Hyphen -** | Hyphens connect two or more words which make up a compound noun or adjective. | Close-up  an ultra-huge sandwich. |
| **Inverted commas  "  "** | Inverted commas occur in pairs and can surround a single word or phrase, or a longer piece of text.   Inverted commas are also known as speech marks, quotation marks, or (informally) quotes however the correct terminology to use is **inverted commas.** | **"**Look!**"** said a voice behind me. **"**Look at the sky!**"** |
| **Model verbs** | A modal verb is a special type of [verb](http://www.theschoolrun.com/powerful-verbs-explained). **They are used to show the level of possibility, indicate ability, show obligation or give permission.** Modal verbs behave differently to ‘ordinary’ verbs.  The most common modal verbs are: will, would, should, could, may, can, shall, ought to, must, might. | He **must** go for dinner.  He **might** go for dinner.  He **ought to** go for dinner. |
| **Nouns** | Nouns are used to name people, places, or things and tell you who or what a sentence is about. | The **lady** was wearing a spotty **dress**. |
| **Common noun** | Common nouns name people or things in general. Common nouns only begin with a capital letter when they start a sentence. | For example: dancer, lizard, sandwich, television. |
| **Proper noun** | Proper nouns give the name of a specific person, place or thing. Proper nouns always begin with a capital letter. | Max, Antarctica, Halloween, Friday. |
| **Collective noun** | Collective nouns name groups of people or things. | For example: a **team** of athletes, a **herd** of sheep, a **swarm**of bees. |
| **Abstract noun** | An abstract noun is a thing that cannot be seen or touched, such as an idea, a quality or a feeling. | For example: happiness, truth, friendship |
| **Object** | Traditional grammar defines the object in a sentence as the entity that is acted upon by the subject. | Tom studies **grammar**.  (Tom is the subject and grammar is the object). |
| **Phrase** | A phrase is a group of words in a sentence. It does not need to contain a verb. | The beautiful rainbow up there |
| **Expanded noun phrase** | A phrase that includes a noun and some description of the noun. | The old and grumpy man with a walking stick. |
| **Preposition** | A word that modifies a noun in a sentence/phrase.  It shows the position of something in relation to something else.  For example: next to, close to, adjacent to, under, over, in, inside, nearby, opposite, parallel to, underneath, in the foreground, in the background, in between, above, down from, up from, in line with, to the left of, to the right of, North, South, East, West.  You can use prepositions to create prepositional phrases. | My school bus went **past** the library.  She was hiding **under** the table.  **Adjacent to** the road, you will find the pavement.  **In the shadow of** the mountains, you can see… |
| **Pronoun** | Pronouns are used to replace a noun in a sentence or clause, and help to avoid having to repeat words. | he, she, they, it, her, his. |
| **Question** | A question is a sentence which ends with a question mark. | When would the ice begin to thaw? |
| **Sentence** | A sentence is a group of words that contains a verb. It should make sense on its own. In writing, a sentence begins with a capital letter and ends with a full stop, question mark or exclamation mark. It can contain just one clause, or several clauses joined by conjunctions or punctuation. | The cat is sleeping. |
| **Simple sentence** | A simple sentence consists of one main clause. | The cat is sleeping. |
| **Exclamation sentence** | Uses **what** or **how**  To be a full sentence, it must include a verb. | **What** a lovely day it is**!**  **What** a lovely present you gave me**!** |
| **Command Sentence** | Starts with a verb | **Pack** away your crayons now. |
| **Co-ordinating sentence (compound)** | A coordinating sentence consists of two or more independent(main) clauses joined by coordinating conjunctions such as: for, and, nor, but, or, yet so. (FANBOYS). They are linked and are of equal importance. | The old man shuffled down the road **for** he was very tired.  The old man shuffled down the road **and** he was very tired.  The old man shuffled down the road **so** he was very tired. |
| **Subordination**  **(complex)** | A sentence that contains at least one independent (main) clause and at least one dependent (sub) clause. The two clauses are joined by conjunctions. For example: although, because, if, until, unless, when, where, while, whilst, whereas. | The car stopped at the lights because they had turned to red.  Because the lights had turned red, the car stopped. |
| **Subordination with adverbial clauses**  **Fronted adverbials** | This is where a subordinate clause adds meaning to the verb, indicating time, place, condition, contrast, reason, purpose or result.  It can be prompted by… Who? What? Where? When? Why? | When she sat on the little chair, it collapsed under her. (time)  Hiding under the bedclothes, Granny let out an unusual growl! (place). |
| **Subject** | The subject of a sentence is the person, place, thing, or idea that is doing or being something. You can find the **subject** of a **sentence** if you can find the verb. Ask the question, "Who or what 'verbs' or 'verbed'?" and the answer to that question is the **subject**. | The **dog** barked ferociously.  The **cat** sat on the mat. |
| **Subjunctive mood/form** | A sentence form which allows for the exploration of “mood.”   1. Wishful/intention/application e.g. If I ***were***a rich man… 2. Urgency/importance/future action e.g. It is important that ***he study***; It is important that you *be* there before the bride. |  |
| **Semicolon ;** | You use a semicolon to mark a break in a sentence that is longer, or more important, than a break made with a comma. Both clauses either side of the semi colon must make sense on their own.  Semicolons can separate a series of connected clauses introduced by a colon.  For example: There were three clues: there was mud on the carpet; the door had been forced; and the air in the room smelled of fish. | For example: The castle was desolate; no one had lived there for three centuries or more.  For example: There were three clues: there was mud on the carpet; the door had been forced; and the air in the room smelled of fish. |
| **Tense** | The form of a verb that shows when something happens in the past, present and future. | Present tense  (I am walking) Past tense (I have walked)  Future tense (I will walk) |
| **Progressive form/tense** | He sat (simple past)  He was sitting (past progressive)  Construction: was/were + ing | He was sitting when…  He was sitting whilst… |
| **Present Perfect Tense** | Construction: Subject + has/have + past participle of main verb | John has followed…  The ladies have hoped…  I have wanted…  You have understood… |
| **Past perfect Tense** | Subject + past tense of verb ‘to have’ + past participle of main verb  John had followed…  The ladies had hoped…  I had wanted…  You had understood… |  |