

Grammar and Punctuation Glossary for parents/carers

There have been many changes made by the Government in relation to the grammar terms used by pupils within Primary School. This glossary will explain the main terms and examples of these.

<p>Nouns</p>	<p>The function of any noun is to name. If a word is the name of a person, a place, an animal, a thing or an idea it is a noun. <u>Common nouns:</u> cows, milk <u>Collective nouns:</u> herd <u>Proper nouns:</u> Jasmine, London <u>Abstract nouns:</u> truth, goodness</p>
<p>Pronouns: he, she, we, she, that, they, it, mine, ourselves, who, you, which, them</p>	<p>They are words that can stand in place of a noun or indeed a whole noun phrase. <u>Personal pronouns:</u> I, we, you, he, she, it, they <u>Possessive pronouns:</u> mine, ours, yours, his, hers, its, theirs <u>Relative pronouns:</u> who, whom, whose, which, that Pronouns often help us to avoid repeating ourselves too often.</p>
<p>Determiners</p>	<p>Introduce or point out nouns <u>Articles:</u> a/an, the <u>Demonstratives:</u> this/that, these/those <u>Possessives:</u> my/your/his/her/its/our/their <u>Quantifiers:</u> some, any, no, many, much, few, little, both, all, either, neither, each, every, enough <u>Numbers:</u> three, fifty, three thousand <u>Some question words:</u> which, what, whose Two apple trees the - definite article. That specific one. a/an - indefinite article, More general - one of many. A before a word that starts with a consonant - a bike, a shoe, a pen An before a word that starts with a vowel - an egg, an ice-cream, an umbrella</p>
<p>Adjective: Comparative adjectives - er Superlative adjectives - est</p>	<p>The traditional definition of an adjective is a describing word, but this can be confusing. Lots of other words can be descriptive. The words swooped and flickered, for instance, are very descriptive verbs.</p>

	<p>A better way to define an adjective is: a word which gives more information about a nouns.</p> <p>Short adjectives + er - older, taller, happier, thinner est - oldest, tallest, happiest, thinnest</p> <p>Longer adjectives (2 or more syllables) + more intelligent, more beautiful, more surprising most intelligent, most beautiful, most surprising</p>
<p>Conjunctions: and/but/or</p> <p>because/although/until/ when/unless</p>	<p>Conjunctions are words which can join two parts of a sentence. Some conjunctions join words or phrases.</p> <p>Words: fish and chips</p> <p>Phrases: one of the teachers and all of the children</p> <p>Clauses: The clouds rolled in and it began to rain</p> <p>Words: basic but clean</p> <p>Phrases: out of sight but not out of mind</p> <p>Clauses: I tried my best but I did not win the race.</p> <p>Words: right or wrong</p> <p>Phrases: the top of the mountain or the bottom of the sea</p> <p>Clauses: We can stay in Rome or we can visit Milan.</p> <p>Some conjunctions show the relationships between ideas</p> <p>The ginger cat ran up the tree when it heard the dog barking.</p>
<p>Verb</p>	<p>A verb is a word (or words) that tells you what is happening in a sentence. Not necessarily a 'doing' word. But it could also be thought of as a 'being' word e.g. am, is, were, will be.</p> <p>A verb is at the heart of a clause.</p> <p>Verbs often occur in chains of more than one word, e.g. 'was living'; 'were playing'; 'have been working'. This is known as a verb phrase.</p>
<p>Present tense - simple and progressive</p>	<p>Simple: walk, walks</p> <p>Present progressive: is walking, are walking</p> <p>Progressive form indicates the action over a longer period of time.</p>

<p><i>Present perfect</i></p>	<p>Present perfect indicates that an action happened but at an unspecified time. We use the Present Perfect with unspecific expressions such as; ever, never, once, many times, several times, before, so far, already, yet etc.</p> <p><i>People have travelled to the moon.</i> <i>I think I have met him once before.</i></p>
<p><i>Past - simple and progressive</i></p>	<p>Simple: <i>walked</i> Progressive: <i>was walking, were walking</i> Progressive form indicates the action over a longer period of time. <i>Yesterday was the school sports day and Jo wore her new running shoes.</i></p>
<p><i>Past perfect</i></p>	<p>Indicates an action that had already finished when another action happened. <i>The curtain had already risen as he made his way into the theatre.</i> <i>Max had been sent to bed with no supper when his room grew into a forest.</i></p>
<p><i>Auxiliary verbs</i></p>	<p>Primary auxiliary verbs can also occur alone as main verbs (<i>be, have, do</i>). Modal auxiliaries, which are used to build up verb phrases and contain an element of possibility or obligation. (<i>will, may, can, must, ought (to), shall, might, could, would, should.</i>)</p>
<p><i>Verb phrases</i></p>	<p>Often the verb in a sentence is not a single word. <i>might have been dreaming</i> <i>could have been dreaming</i> <i>should dream</i></p>
<p><i>Adverbs</i></p>	<p>Adverbs tell you about how, when and where something was done or happened They often end in <i>ly</i> e.g. <i>quickly</i> but not always e.g. <i>fast</i> They can be placed in all sorts of different places within a sentence.</p>
<p><i>Prepositions</i></p>	<p>A preposition is a word like <i>with, at, in, over</i>. It indicates the relationship between 2 words or parts of a sentence. It is usually followed by a noun phrase. <i>At that moment</i> <i>In the garden</i> <i>Over the moon</i> They are functional words that often come at the beginning of a phrase.</p>

Phrases	<p>A phrase is a group of words which act as a unit, but is not a complete clause or sentence. They help to add detail to sentences. There are different kinds of phrases:</p> <p>Noun phrase Adjectival phrase Adverbial phrase Prepositional phrase</p>
Expanded noun phrases	<p>Expanded noun phrases add information to nouns. They add detail to sentences and help to build a picture in the reader's mind. Expansion can happen before and/or after the noun.</p> <p>The derelict house The derelict house with an overgrown garden</p>
Verb phrases	<p>had been dreaming was shopping would have preferred is looking</p>
Adjectival phrases	<p>really angry as old as the hills extraordinary looking quite ridiculous</p>
Adverbial phrases	<p>at dawn in the garden very surprisingly</p>
Prepositional phrases	<p>Prepositional phrases start with a preposition this may be adverbial or adjectival</p> <p>We spent a relaxing afternoon <i>by the side of the lake</i>. The boy <i>with red hair</i> raced along the track.</p>
Simple sentence	<p>A sentence must contain a verb.</p> <p>The small boy was crying.</p>
Compound sentence	<p>The 2 clauses in the sentence make sense on their own. The 2 equally waited clauses which are linked by a conjunction. These conjunctions are called <i>co-ordinating conjunctions</i>.</p>

	<i>The Iron man ate the metal fence but he was still hungry.</i>
Co-ordinating conjunctions	When main clauses are linked by co-ordinating conjunctions, it is a compound sentence. <i>for, and, nor, but, or, yet, so</i>
Complex sentence	<i>While the boy was crying, the children played happily in the playground.</i>
Subordinating conjunctions	Subordinating conjunctions explain the relationship between the clauses that they join together. <u>Main clause</u> - self-contained unit. Can stand alone. <u>Subordinate clause</u> - cannot act as a free-standing unit and is introduced by a conjunction. The conjunction "sticks" to the clause it introduces (see complex sentence). <i>I would have been on time if the train had not been late.</i> <i>If the train had not been late, I would have been on time.</i> The subordinate is mobile and can be at the end or the beginning of the sentence. When the subordinate clause is at the beginning of a sentence, it is marked by a comma. <u>Subordinating conjunctions</u> - <i>if, when, because, whenever, until, so that, as soon as, whilst, while etc.</i>
Relative clauses	<ul style="list-style-type: none"> • Act like adjectives - they modify a noun or a noun phrase • Start with a relative pronoun - <i>who, whom, which, that, whose</i> or a relative adverb - <i>where, when, why</i> • Can be embedded as part of a sentence <i>Poppy, who was watching the race, could not believe her eyes.</i> <i>I live in Cambridge which is a university city.</i> <i>The gate, where the policeman was standing, was completely covered by a web of ivy.</i>
To embed or not to embed	<i>The cat, whose owner was away, caught the mouse.</i> The relative clause here is providing extra information. <i>The cat whose owner was away caught the mouse.</i> This sentence relates to the specific owner of the cat.
Which or that	<i>Which</i> for adding additional information or defining the noun. <i>That</i> only for defining. <i>The dog, which belongs to my neighbour, barks all night.</i> <i>The dog which belongs to my neighbour barks all night</i>

	<i>The dog that belongs to my neighbour barks all night.</i>
<i>Non-finite subordinating clauses</i>	<p>These have incomplete verbs</p> <p><i>Stumbling through the trees</i>, Charlie glimpsed a faint glow in the distance.</p> <p><i>Tired of waiting</i>, Rose ventured into the dim tunnel.</p>
<i>Active and Passive voice</i>	<p>A sentence can be active or passive.</p> <p>A sentence is active when the subject is carrying out the action.</p> <p>A sentence is passive when the subject of the sentence has an action done to it by someone or something else.</p> <p><u>Active</u> - Rain interrupted the tennis tournament</p> <p><u>Passive</u> - The tennis tournament was interrupted by rain.</p> <p><u>Passive</u> - The tennis tournament was interrupted</p> <ul style="list-style-type: none"> • Passive voice is usually used in scientific and factual writing. • It can also be used to change the focus of a sentence. • When the cause of the action is unknown or unimportant - <i>The thief was arrested ...</i>
<i>Subjunctive form</i>	<p>The subjunctive mood expresses wishes and possibilities in more formal commands. The subjunctive form is used in very formal situations such as debates and formal speeches.</p> <p><i>If I were you I would ...</i></p> <p><i>If I were the Prime Minister I would...</i></p>
<i>Making suggestions</i>	<p><i>The board recommended that the motion is passed.</i></p> <p><i>Our employer suggests that he work from home tomorrow.</i></p>
<i>Making commands more formal</i>	<p><i>Miss Trunchbull insists that ...be ...</i></p> <p><i>Miss Trunchbull demands that ... be ...</i></p>
<i>Adverbials</i>	<p>May be single adverbs, phrases or clauses.</p> <p><u>Where</u> - in the park, at the shop, over the hill, in forests, next to the bowl</p> <p><u>When</u> - at midnight, later that day, next morning, for 3 minutes, in their earlier years, until you reached the station.</p> <ul style="list-style-type: none"> • <u>Frequency</u> - often, never, regularly, daily, rarely, continually, occasionally. • <u>How</u> - in silence, angrily, with a smile, as carefully as you can, cautiously • <u>Degree or intensity</u> - very, fairly, really, extremely, incredibly, slightly, quite

<p><i>Fronted adverbials</i></p>	<p>Simply means that the adverbial is positioned at the beginning of the sentence. <i>Far in the distance, the mountain peaks were highlighted against the darkening sky.</i> <i>Seconds later, the van bumped down the lane.</i></p>
<p><i>Connecting adverbs</i></p>	<p>These are placed at the start of a sentence and maintain the cohesion of a text in several basic ways:</p> <ul style="list-style-type: none"> • <u>Addition</u> - also, furthermore, moreover, in addition • <u>Opposition</u> - however, nevertheless, on the other hand • <u>Reinforcing</u> - besides, anyway, after all • <u>Explaining</u> - for example, in other words, that is to say • <u>Listing</u> - first(ly), first of all, finally • <u>Indicating result</u> - therefore, consequently, as a result • <u>Indicating time</u> - just then, meanwhile, later
<p><i>Punctuation</i></p>	<p><u>Full stop</u> - used to make the end of a sentence. <i>The dog ran down the road</i> <u>Question mark</u> - used to mark the end of the question. <i>Why did the dog run down the road?</i> <u>Exclamation mark</u> - used to mark the end of an exclamatory sentence. <i>Run!</i></p>
<p><i>Commas</i></p>	<p>There are different ways in which a comma can be used within a sentence:</p> <ul style="list-style-type: none"> • In a list to separate items but not before the final and; <i>My favourite fruits are apples, oranges and bananas.</i> • After a subordinate clause at the beginning of a sentence; <i>If the train arrives on time, I will not be late.</i> • With many connecting adverbs; <i>However, the playground will be closed.</i> • With adverbial phrases: <i>One misty morning, the great creature poked his head out of the cave and sniffed the air.</i> • With an embedded clause (verb): <i>Bilbo, who was feeling very nervous, began to make his way along the path.</i>

	<p>To add additional information: <i>Rebecca, our best player, scored the goal.</i></p>
Inverted commas “ ”	<ul style="list-style-type: none"> • Inverted commas mark the beginning and end of direct speech. They close the actual words a speaker has said. • Any punctuation at the end of the speech goes before the closing inverted comma. • Each new speaker starts on a new line. ✓ • The dialogue word/speech tag/reporting clause is separated from the speech by a comma.
Semi-colon	<p>Separate 2 closely related main clauses. <i>The moon was gleaming silver; it looked like an enormous lantern.</i></p> <p>Separate items in a list where the items are longer phrases <i>I need several ripe tomatoes; a jar of black olives; a kilo of fresh pasta and a good bottle of good quality olive oil.</i></p>
Colons	<p>Introduce a list: <i>There were a lot of things on Anna's floor: clothes, books, magazines, shoes and the remains of a pizza she had eaten on Friday night.</i></p> <p>Add further explanation to a point previously made: <i>The climate is undergoing changes: summers are wetter and cooler and the sun rarely shines.</i></p>
Apostrophes	<p>Show possession</p> <p>Show omission (contracted)</p>
The apostrophe of omission	<p>The apostrophe is also used when letters are omitted (left out) from a word or words. The apostrophe always goes in the place where letters are missing.</p>
The apostrophe of possession: singular 'owner'	<p>The first use of the apostrophe is to show possession (when something belongs to someone). The apostrophe always goes after the last letter of the word describing the person to whom something belongs (the owner). If the owner is singular, the apostrophe is followed by an s.</p> <p><i>The boy's book</i> <i>Joe's bike</i> <i>My friend's tablet.</i></p>

<p>The plural of possession: plural 'owner'</p>	<p>When the 'owner' in a sentence (the person or thing to whom something belongs) is plural (more than one person) AND ends in an s (boys) there is NO 's' after the apostrophe. However, when the 'owner' in the sentence is plural and does not end in an s (children, people) there is an s after the apostrophe. The children's games The people's opinion The sheep's field</p>
<p>It and its</p>	<p>Its (belonging to it) - NO apostrophe It's (it is or it has) - apostrophe The company is to close one of its factories. (possessive) The factory employs 800 people. It's the largest factory in town. (contraction)</p>
<p>Hyphen</p>	<p>A hyphen is used to link words or parts of words. They are found in compound words. They also join prefixes to other words. <u>Compound adjectives before nouns:</u> a well-known author an English-Italian dictionary sweet-smelling flowers the bad-tempered ladybird <u>Words beginning with the prefixes</u> co-, non- and ex-: co-ordinator non-smoking ex-soldier <u>Compound nouns where the second part is a preposition:</u> a break-in a write-off a go-between a hold-up</p>

<p><i>Dash</i></p>	<p>A dash is used mainly in informal writing. It often replaces commas, semicolons, colons and brackets.</p> <p><i>Rebecca - our best player - scored the goal.</i></p> <p><i>The moon was gleaming silver - it looked like an enormous lantern.</i></p> <p><i>The climate is undergoing changes - summers are wetter and cooler and the sun rarely shines.</i></p>
<p><i>Ellipsis</i></p>	<p>Ellipsis are three dots that usually mark where a word/phrase/sentence has been omitted intentionally. It is used to show an unfinished sentence which raises a question or creates tension.</p> <p><i>Something was coming...</i></p> <p><i>James swallowed hard. "Maybe you could... talk to her?"</i></p> <p><i>I wanted to show you but ...</i></p>
<p><i>Brackets</i></p>	<p>Brackets are used to separate text in a sentence to explain, comment or give more information. They can be used in the place of dashes and commas.</p> <p><i>Rebecca (our best player) scored the goal.</i></p> <p><i>I spent a year travelling the world (my parents were worried as they thought it was dangerous).</i></p> <p><i>Along the banks of the Amazon (the longest river in the world) many extraordinary creatures can be found.</i></p>

The function of punctuation is to make writing clearer and easier to understand. A good way of checking whether you need a punctuation mark is to read your work out loud.