

## Grammar Glossary for Year 6

<b>Key Grammar Terms</b>	
Noun	<p>A noun is the name of a person, place or thing</p> <ol style="list-style-type: none"> <li>1. <u>Common noun</u>: The name of a thing. Not capitalised. Example: Dog, cat, table</li> <li>2. <u>Proper noun</u>: The name of a person, place or important item. It must have a capital letter. Example: Lucy, Egypt, Narnia, the Nile, the European Union. Includes titles (eg. Mr, Mrs, Dr, Archbishop, Her Majesty) events (eg. Christmas) days of the week and months.</li> <li>3. <u>Collective noun</u>: The word for a group of things; a flock of birds, a bunch of keys.</li> <li>4. <u>Abstract nouns</u>: A word for something that is normally intangible: eg. trust, love.</li> </ol>
Pronouns	<p>A pronoun is used instead of a noun to avoid repeating the noun again and again.</p> <p><u>Personal pronouns</u>: I, you, he, she, it, we, they. (NB: my, your, his, her, our, their, when used before a noun, are sometimes considered as pronouns, but are really possessive determiners – see determiners).</p> <p><u>Possessive pronouns</u>: mine, yours, his, hers, ours, theirs, its.</p> <p><u>Relative pronouns</u>: see relative clauses.</p> <p><u>Reflexive pronouns</u>: myself, yourself, himself, herself, themselves, ourselves.</p>
Adjective	<p>An adjective is a word that tells us more about the noun.</p> <p>Example: Brilliant, poor, ugly, excellent, fortunate</p>
Verb	<p>An action or thinking or feeling word.</p> <p>Example: Chop, sit, whistle, run, think, wish, love.</p> <p><i>Beware! Some words can be both verbs and nouns – consider the word bark – The dog barked at the cat vs That tree has really interesting bark.</i></p>
Auxillary and modal verbs.	<p><u>Auxillary verbs</u> are 'helping' verbs : used with main verbs to show when something has happened. The auxiliary verbs are be, do and have; eg. I <b>am</b> eating my broccoli; I <b>do</b> like broccoli; I <b>have</b> eaten my broccoli.</p> <p>Auxillary verbs are used to make the future tense : The bird <b>will</b> eat the apple.</p> <p><u>Modal verbs</u> are auxillary verbs that express possibility or wanting. They are: will, would, can, could, may, might, shall, should, must, ought to.</p>
Adverb	<p>Describes a verb – it adds to the verb.</p> <p>Some end in -ly, but by no means all.</p> <p>Example: slowly, fast, cautiously, quietly, quickly, but also later, earlier. Some adverbs are used for emphasis eg. very, quite, rather.</p>
Clause and phrase	<p>Clause = a group of words containing a subject and verb. A main clause <i>can</i> stand as a sentence by itself. A sub-ordinate clause cannot stand on its own.</p>

	<p>(see subordinate clause).</p> <p>Phrase = group of words together which does not contain a verb; it acts as one unit. There are various types of phrases, for example:  <i>on the box</i> (prepositional phrase)  <i>big noisy machine</i> (noun phrase). A phrase such as : <i>the ball that bounced over the fence</i> is an expanded noun phrase.  <i>as fast as possible</i> (adverbial phrase)</p>
Adverbials	<p>An adverbial is a word or phrase which gives you more information about the verb, as adverbs do, but which is not necessarily an adverb. Adverbials can link ideas across paragraphs : on the other hand, in contrast, as a result.  Fronted adverbial = Hurriedly, he put away all evidence.</p>
Preposition	<p>A word which tells you where or when something is in relation to other things.</p> <p>Example:  After dinner we played <u>outside</u>.  Thomas hid <u>underneath</u> the table before teatime.</p> <p>Extra Information: certain words can be prepositions or subordinating conjunctions, depending upon their place in the sentence.  'Before' is a preposition if it is before a noun eg. before the war.  'Before' is a subordinating conjunction if it introduces a subordinate clause : eg. Before leaving the room, he turned off the lights.</p>
Simple sentence	<p>Simple = one main clause. A simple sentence contains a subject, a verb and a single thought or action. It may contain an object.  Eg: The dog ran down the street.</p>
Compound Sentence	<p>Two simple sentences joined together to make a longer sentence by using conjunctions such as 'and, so, but, or' . Example:  <i>The boy got bored so he went out in the garden to play.</i></p>
Complex sentence	<p>Complex = main clause + subordinating clause(s)  Use a comma to separate the clauses. Example:  <i><u>Although I was going to be late for school</u>, I stopped and picked up a card for my mum.</i>  <i>I stopped and picked up a card for mum, <u>although I was going to be late for school</u>.</i>  <b>Key: Subordinate clause - underlined.</b></p> <p>Complex sentences can also include embedded clauses (see below).</p>
Main Clause	<p>Forms part of a complex sentence and can stand alone.</p> <p>Example:  Although she loved dancing, <u>Emma missed the class</u>.  <u>Emma missed the class</u>, although she loved dancing.  <b>Key: Main clause - underlined.</b></p>
Embedded clause	<p>Adds extra information. It is sandwiched between two commas, brackets or paired dashes.  Example: Miss Jackson, who is extremely tall, glided into a room.</p>

Subordinate clause	Doesn't make sense on its own. It is joined to a main clause by either a subordinate conjunction (see below) or relative pronouns (see below).
Relative Clause	Is a special type of subordinate clause, which is introduced by a relative pronoun. <u>Relative Pronouns</u> : that, which, who, whom, whose, where, when (lesser used: whichever, whoever, whosoever, whomever). Example: The dog, who had eaten too much, was too slow to catch the cat.
Types of Sentences	There are 4 different types of sentences: Command, Statement, Exclamation, Question. <u>Command</u> = an instruction eg. Sit down. Tell me what he said. (Uses the imperative of the verb). <u>Statement</u> = a fact eg. There are three cats in the garden. <u>Exclamation</u> = These start with 'how' or 'what' eg. What a beautiful day! How exciting! <u>Question</u> . There are three different ways of making a question: 1. With an interrogative pronoun eg. Which of these do you like ? 2. With a subject-verb inversion eg. Is this the one you like ? 3. With a question tag (see below) eg. This is your favourite, isn't it ?
Question tags	Are added to the end of a sentence to make it a question: eg. "You are going to the party, <b>aren't you</b> ?" A comma is needed before the question tag.
Conjunctions:	Conjunctions : link words or groups of words. There are two types of conjunction: 1. Coordinating conjunctions: for, and, nor, but, or, yet, so. 2. Subordinating conjunctions (found at the start of a subordinating clause) eg. if, while, because, although, after, since.
Tenses	There are lots of tenses! These can be divided into past, present and future. <u>Present tense</u> can be split into <u>simple present</u> : eg. I <b>eat</b> my dinner and <u>present progressive</u> (made up of the present of the verb 'to be' : am/is/are & the -ing ending ) eg. I <b>am eating</b> my dinner. <u>Past</u> can be split into: <ul style="list-style-type: none"> <li>• simple past : eg. I <b>went</b> to the shops.</li> <li>• Past progressive: (formed by using the past tense of the verb 'to be' : was/were &amp; the -ing ending) eg. I <b>was going</b> to the shops.....</li> <li>• Present perfect : (formed with has or have and past participle) eg. I <b>have gone</b> to the shops.</li> <li>• Past perfect : (formed with had and past participle) Eg. I <b>had gone</b> to the shops.</li> </ul>
Subject and object	The subject is usually the person or thing that does the action of the verb (normally comes just before the verb) : eg. the <b>bird</b> pecked the apple . The object says who or what is acted upon by the verb. It is normally found just after the verb : eg. The bird pecked the <b>apple</b> . NB: verbs and the subject have to agree : eg. The apples <b>are</b> on the table. The apple <b>is</b> on the table.

Active & passive voice	<p><u>Active voice</u> : the subject is doing the action eg. the little girl caught the ball.</p> <p><u>Passive voice</u>: the subject is being acted on, eg. the ball was caught; the apple was eaten ; all the cakes had been eaten.</p>
Subjunctive	<p>The subjunctive is most commonly used in English after the word 'if', often to talk about an unreal situation :</p> <p>Eg. If I <b>were</b> you..... ; if I <b>were</b> rich .....; if he <b>were</b> to concentrate more .....; If I <b>were</b> a little bit taller I would.....</p> <p>'Were' is used instead of the usual 'was' and doesn't change, regardless of the subject pronoun.</p> <p>The subjunctive is also used in more formal writing, often following such verbs as request, demand, require, propose, followed by 'that': Eg. The Queen requests that you <b>be</b> at the palace at 2pm.</p> <p>We ask that the match <b>be</b> postponed.</p> <p>It is required that all children <b>bring</b> a packed lunch.</p> <p>The subjunctive is also used after certain expressions eg. It is essential that, it is important that, it is vital that. In all of these cases the verb is found by using the infinitive of the verb (the 'to...' part; eg. to play, to do, to be).</p>
Determiners	<p>Goes in front of a noun and its adjectives to help to tell you which person or thing the sentence is about, or how much or how many of them there are:</p> <p>There are four groups of determiners:</p> <ol style="list-style-type: none"> <li>1) Articles : a , an or the.</li> <li>2) Demonstrative : eg. that, this, those, these.</li> <li>3) Quantifiers: eg. numbers and words such as many, much, few, all, both, either, neither, each, every, enough, some, any, no.</li> <li>4) Possessive determiners : these are pronouns which come before a noun : eg. <b>his</b> book, <b>her</b> bag.</li> </ol>
Direct and indirect speech	<p><u>Direct speech</u> is when the writer writes the actual words a character says. It is shown by using inverted commas. <u>Indirect (or reported) speech</u> is when the writer reports what someone has said. It often involves the words 'if', 'whether' or 'that'.</p> <p>NB: do not use inverted commas in indirect speech or a question mark; some pronouns and verb tenses may need to change within the sentence.</p> <p>Direct: "I can come to <b>your</b> party," said Sarah excitedly.</p> <p>Indirect: Sarah told me that <b>she could</b> come to <b>my</b> party.</p>
Cohesion and cohesive devices	<p>Cohesion means how the different parts of a piece of writing fit together. Some cohesive devices link back to other words, such as determiners and pronouns. Others, such as prepositions, link words and phrases. Conjunctions and adverbs link ideas between clauses.</p>
Suffix/Prefix	<p><u>Suffix</u>: letter or group of letters on the end of a root word which can often change the meaning of the word,</p> <p>Eg. <b>useless</b> <b>useful</b>, or the part of speech: eg. <b>Accept</b> (verb), <b>acceptable</b> (adjective)</p>

	<p><u>Prefix</u>: letter or group of letters at the beginning of a root word which changes the meaning;</p> <ul style="list-style-type: none"> <li>- Making it the opposite with dis-, un-, im-</li> <li>- Numbering with uni-, bi/by-, tri- etc</li> <li>- Latin/Greek words such as sub- (under) for submarine, subway</li> <li>- re- (again) in repeat, retell, recall</li> </ul>
<p>Homonyms Homophones Synonyms Antonyms</p>	<p>Homonyms = different meaning, same word Example: Bank can mean 'side of river' or , 'a place to keep money'.</p> <p>Homophones = different spelling, same sound, different meaning. Example: Two/too; their/they're/there</p> <p>Synonyms = words that have the same, or a similar, meaning. Example: Sofa/settee; big/large; quick/fast ; buy/purchase</p> <p>Antonyms = words that have the opposite meaning. Example: Big/small; in/out ; up/down</p>
<p>Compound word</p>	<p>A compound word is made when two or more words are joined (with or without a hyphen) to form a new word and subsequently, a new meaning. Example: Blackbird = Black + bird; Football = Foot + ball</p>
<p><b>PUNCTUATION:</b></p>	
<p>Apostrophes</p>	<p><u>Contractions (omission)</u>. To signify a letter or string of letters has been left out. Example: Don't = do not    can't = can not    hasn't = has not we'd = we had /would    I'm = I am    they're = they are</p> <p><u>Possession</u>. To show that something belongs to someone. Rules: If there is one owner, then the apostrophe comes before the s: eg. Peter's bag (only one Peter) ; The teacher's pens (only one teacher)</p> <p>If there is more than one owner, then the apostrophe comes after the 's': Example: The boys' bags (more than one boy) ; the babies' toys (more than one baby)</p> <p>For plural nouns not ending in 's' such as children, men, add an apostrophe and then an 's' Example: The children's bags; the women's party; the men's game.</p> <p>Singular words ending in s. If you pronounce the additional 's' then an additional 's' after the apostrophe is used. Example: Thomas's pen, Douglas's shoe.</p>

	<p>If you don't pronounce the 's' when it's said then just add an apostrophe Example: Mark Bridges' appeal hearing, Achilles' heel.</p> <p>NB: It's means it is or it has. There is no such word as its' !</p>
Colon	<p>1. Introduces a list of things. Lots of birds visit my garden: sparrows, blue tits, robins, finches and doves. (NB: it is only used in a sentence like this, if the part that comes before the colon can stand on its own as an independent clause, so you would not put a colon in the following sentence 'My favourite foods are pizza and sausages and chips.')</p> <p>2. To link two independent clauses. They link a cause and an effect or consequence; for example: She was a kind woman: all the neighbourhood children loved her.</p>
Bullet points	<p>Are used to organise a list in order to make it clear. NB: you must be consistent : if you start one item with a capital letter, then all must start with a capital letter; if you use a comma or a semi-colon at the end of one item, you must use them at the end of every item (except the last item which will need a full stop instead). You do not need to use any punctuation at the end of each phrase (unless your bullet points are full sentences, in which case you should use end punctuation).</p> <p>Plans for the summer holiday:</p> <ul style="list-style-type: none"> <li>• read a book</li> <li>• mend my bike</li> <li>• tidy my room</li> </ul>
Semi colon	<p>1. Can be used in lists to separate longer phrases : eg. I need as many bananas as you have; a tub of vanilla ice cream and chocolate to sprinkle on top.</p> <p>2. Used to link two clauses together which otherwise would need to be made into two separate sentences. Eg. The girl had never been so terrified; she backed away, but there was nowhere to hide.</p>
Dashes and hyphens	<p>These are not the same thing !</p> <p><u>Dashes</u>: can be used in pairs for parenthesis, in the same way as brackets or pairs of commas can be used. Eg. We catch the bus - the blue one - at 3.15pm at the station. They can be used to separate independent clauses. They often come before an afterthought: Eg. The fire spread quickly and the trees were engulfed - it was so scary!</p> <p><u>Hyphens</u> : are used to join two or more words to make a new word or a single idea. Example: co-ordinate; mix-up. They are often needed to avoid confusion: consider the difference between ' a man eating shark' and 'a man-eating shark'.</p>
Inverted commas ( <i>no longer called speech marks</i> )	<p>He said, "I don't sell that." "I have seen a ghost!" yelled the girl.</p> <p>Rules: New line for each new speaker.</p>

	Comma after 'said' or verb before speech marks. All punctuation - full stop/?/! to be placed inside the closing inverted commas .
Ellipses	Ends a sentence but shows that there is more to come. Example: She opened the door...
Commas	<ol style="list-style-type: none"> <li>1. Commas in lists, eg. I like to eat apples, grapes and nuts. NB. A comma is not accepted before the final 'and' unless to avoid ambiguity eg. <i>My favourite sandwiches are ham, beef and mustard, and tuna.</i></li> <li>2. Commas (as pairs) around an embedded clause : Example: I saw a dog, the lost one, in the park again.</li> <li>3. Commas in dialogue - see inverted commas</li> <li>4. Commas before a subordinate clause or after a fronted adverbial: Eg: My mum said I could have an Ipod, provided that my grades go up.</li> <li>5. Commas can be used to avoid ambiguity and can change the meaning of a sentence eg. <i>Let's eat, Grandma!</i> as opposed to <i>Let's eat Grandma!</i></li> </ol>

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February 2016.