

## Grammatical Terms/Word Classes/Features of Sentences

<b>Nouns</b>	
<b>Term</b>	<b>Definition</b>
<b>Noun</b>	A <b>noun</b> is a 'naming' word: a word used for naming an animal, a person, a place or a thing.
<b>Proper noun</b>	This is a noun used to name particular people and places: <b>Jim, Betty, London</b> ... – and some 'times': <b>Monday, April, Easter</b> ... It always begins with a capital letter.
<b>Common noun</b>	A common noun is a noun that is used to name everyday things: <b>cars, toothbrushes, trees</b> ,... – and kinds of people: <b>man, woman, child</b> ...
<b>Collective noun</b>	This is a noun that describes a group or collection of people or things: <b>army, bunch, team, swarm</b> ...
<b>Abstract noun</b>	An abstract noun describes things that cannot actually be seen, heard, smelt, felt or tasted: <b>sleep, honesty, boredom, freedom, power</b> ...
<b>Adjectives</b>	
<b>Term</b>	<b>Definition</b>
<b>Adjective</b>	<p>An <b>adjective</b> is a 'describing' word: it is a word used to describe (or tell you more about) a noun.</p> <p><u>Example</u>: The burglar was wearing a <b>black</b> jacket, a <b>furry</b> hat and a <b>large</b> mask over his face. (The words in bold tell us more about the noun that follows)</p> <p>An adjective usually comes before a noun but sometimes it can be separated from its noun and come afterwards (e.g.: Ben looked <b>frightened</b>; the dog was very <b>fierce</b>)</p>
<b>Interrogative ('asking') adjectives</b>	<p>e.g.: What? Which? ... They are used to ask questions about a noun.</p> <p><u>Example</u>: <b>Which</b> hat do you prefer?</p>
<b>Possessive adjectives</b>	<p>e.g.: my, our, their, his, your ... Possessive adjectives show ownership.</p> <p><u>Example</u>.: Sue never brushes <b>her</b> hair.</p>
<b>Adjectives of number or</b>	e.g. much, more, most, little, some, any, enough ... These answer the question: How much?

<b>quantity</b>	<u>Example</u> : She invited <b>five</b> friends for breakfast; she did not have <b>any</b> food left
<b>Demonstrative ('pointing-out') adjectives</b>	e.g.: this, that, these, those... Demonstrative adjectives answer the question: Which? Example: <b>Those</b> apples and <b>these</b> pears are bad; <b>That</b> man stole <b>this</b> handbag.
<b>Verbs</b>	
<b>Term</b>	<b>Definition</b>
<b>Verb</b>	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. <i>running, eating, sitting</i> . All sentences have a subject and a verb. The subject is the person or thing doing the action: <u>Example</u> : Cats purr (Cats is the subject and purr is the verb)
<b>Auxiliary verb</b>	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 <b>to be</b> and the verb <b>to have</b> . These 'helping' verbs are called <b>auxiliary verbs</b> 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. <u>Examples</u> : I <i>have</i> arrived ('arrived' is the main verb and 'have' is the auxiliary verb) We <i>are</i> waiting ('waiting' is the main verb and 'are' is the auxiliary verb)
<b>Adverbs</b>	
<b>Term</b>	<b>Definition</b>
<b>Adverb</b>	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 <b>-ly</b> and come from adjectives: <u>E.g.</u> <i>soft – softly; slow – slowly</i> .
<b>Adverb or Adjective?</b>	Some words can be either adverbs or adjectives depending on what they do in a sentence, e.g. <i>fast, hard, late</i> . 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. <u>Examples</u> : <i>Life is hard. (adjective)</i> <i>Kim works hard. (adverb)</i> <i>The train arrived early. (adverb)</i> <i>I took an early train. (adjective)</i>
<b>Pronouns</b>	
<b>Term</b>	<b>Definition</b>
<b>Pronoun</b>	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 <b>pronoun</b> (which means 'for a noun')

	<p>We use <b>pronouns</b> so that we do not have to repeat the same nouns over again.</p> <p><b>Have a look at the following sentence:</b> When Barnaby stroked the cat and listened to the cat purring softly, Barnaby felt calm and peaceful.</p> <p><b>Compare it with the same sentence where some of the nouns have been replaced by pronouns:</b> When Barnaby stroked the cat and listened to <b>it</b> purring softly, <b>he</b> felt calm and peaceful.</p>
<b>Singular pronouns</b>	<p>Singular pronouns are used to refer to one person or thing.</p> <p>E.g.: <i>I, you, me, he, she, it, you, him, her, mine, yours, his, hers, its</i></p>
<b>Plural pronouns</b>	<p>Plural pronouns are used to refer to more than one person or thing.</p> <p>E.g.: <i>we, they, us, them, ours, yours, theirs</i></p>
<b>Other word classes and grammatical terms</b>	
<b>Term</b>	<b>Definition</b>
<b>Prepositions</b>	<p>Prepositions are words which show the relationship of one thing to another.</p> <p><u>Examples:</u> Tom jumped <b>over</b> the cat. The monkey is <b>in</b> the tree.</p> <p>These words tell you where one thing is in relation to something else.</p> <p>Other examples of prepositions include: <i>up, across, into, past, under, below, above ...</i></p>
<b>Connectives (conjunctions)</b>	<p>Connectives (conjunctions) join together words, phrases, clauses and sentences. They help us to create compound sentences by joining two main clauses together.</p> <p>E.g.: <u>She went to the shops. She bought a box of chocolates.</u></p> <p>We can use a conjunction to join these sentences together: <u>She went to the shops <b>and</b> bought a box of chocolates.</u></p> <p>Other connectives (conjunctions) include: <i>but, as, so, or ...</i></p>
<b>Subordinating connectives</b>	<p>Subordinating connectives link a main (independent) clause with a subordinate (dependent) clause (a clause which does not make sense on its own).</p> <p>Example: <b>When</b> we got home, we were hungry. We were hungry <b>because</b> we hadn't eaten all day.</p> <p>Other subordinating connectives include: <i>if, while, after, until, before, although...</i></p>
<b>Article</b>	<p>An article is always used with and gives some information about a noun. There are three articles: <i>a, an</i> and <i>the</i></p> <p>Examples: <i>the</i> chair; <i>a</i> table; <i>an</i> elephant</p> <p>*There is sometimes confusion about whether to use <i>a</i> or <i>an</i>. 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 <i>an</i>; if a word begins with a consonant sound, you should use <i>a</i>.</p>

## Features of sentences/Types of sentences

Term	Definition
<b>Declarative sentence (statement)</b>	These are sentences which state facts. <u>e.g.</u> : It is hot. The butter is in the fridge.
<b>Interrogative sentence (question)</b>	Interrogative sentences (questions) are sentences which ask for an answer. <u>e.g.</u> : Are you hot? Where is the butter?
<b>Imperative sentence (command)</b>	These are sentences which give orders or requests. <u>e.g.</u> : Play the movie. Give me a dinosaur for my birthday.
<b>Exclamatory sentence (exclamation)</b>	Exclamatory sentences (exclamations) are sentences which express a strong feeling of emotion. <u>e.g.</u> : My goodness, it's hot! I absolutely love this movie!
<b>Clause</b>	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 <b>main clause</b> (makes sense on its own) e.g.: Sue bought a new dress. 2. A <b>subordinate clause</b> (does not make sense on its own; it depends on the main clause for its meaning) E.g.: Sue bought a new dress <b>when she went shopping</b> . *‘when she went shopping’ is the subordinate clause as it would not make sense without the main clause.
<b>Phrase</b>	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

Definition	Example
<b>Synonyms</b>  These are words that have a similar meaning to another word. We use	Synonyms for:  Bad - awful, terrible, horrible Happy - content, joyful, pleased

synonyms to make our writing more interesting.	Look - watch, stare, glaze Walk - stroll, crawl, tread
<b>Antonyms</b>  These are words with the opposite meaning to another word.	The antonym of <u>up</u> is <u>down</u> The antonym of <u>tall</u> is <u>short</u> The antonym of <u>add</u> is <u>subtract</u>
<b>Word groups/ families</b>  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.	<b>at, cat, hat, and fat</b> are a family of words with the "at" sound and letter combination in common.  <b>bike, hike, like, spike and strike</b> are a family of words with the "ike" sound and letter combination in common.  <b>blame, came, fame, flame and game</b> are a family of words with the "ame" sound and letter combination in common.
<b>Prefix</b>  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 – <b>un</b> happy Adding 'dis' to appear – <b>dis</b> appear Adding 're' to try – <b>re</b> try
<b>Suffix</b>  Suffixes are added to the end of an existing word to create a new word with a different meaning.	Adding 'ish' to child – <b>childish</b> Adding 'able' to like – <b>likeable</b> Adding 'ion' to act – <b>action</b>
<b>Root words</b>  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.	<u>help</u> is a root word  It can grow into:  help <u>s</u> help <u>ful</u> help <u>ed</u> help <u>ing</u> help <u>less</u> <u>un</u> help <u>ful</u>
<b>Singular</b>  A singular noun names one person, place or thing (a single item).	One bike One mango One dress One fly One turkey One half
<b>Plural</b>	<i>Most nouns are made into plurals by adding –s:</i>

<p>More than one person, place or thing.</p>	<p>Three bikes<u>s</u></p> <p><i>Some nouns ending in -o are made into plurals by adding -es:</i> Two mango<u>es</u></p> <p><i>Most nouns ending in hissing, shushing or buzzing sounds are made into plurals by adding -es:</i> Ten dress<u>es</u></p> <p><i>For words ending in a vowel and then -y, just add -s:</i> Eight turk<u>eys</u></p> <p><i>For words ending in a consonant and then -y, change -y to -i and add -es:</i> Five fl<u>ies</u></p> <p><i>Most nouns ending in -f or -fe change to -ves in the plural:</i> Six halv<u>es</u></p>
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## Punctuation

Definition	Example
<p><b>Capital letter</b></p> <p>Used to denote the beginning of a sentence or a proper noun (names of particular places, things and people).</p>	<p>Joel has karate training ever <u>M</u>onday afternoon at <u>W</u>ells <u>P</u>ri<u>m</u>ary <u>S</u>chool.</p> <p><u>I</u>n <u>J</u>anuary, the children will be visiting <u>L</u>ondon <u>Z</u>oo.</p>
<p><b>Full stop</b></p> <p>Placed at the end of a sentence that is not a question or statement.</p>	<p>Terry Pratchett's latest book is not yet out in paperback .</p> <p>I asked her whether she could tell me the way to Brighton .</p>
<p><b>Question mark</b></p>	

<p>Indicates a question/disbelief.</p>	<p>Who else will be there? Is this really little Thomas?</p>
<p><b>Exclamation mark</b></p> <p>Indicates an interjection/surprise/strong emotion</p>	<p>What a triumph! I've just about had enough! Wonderful!</p>
<p><b>Inverted commas</b></p> <p>Punctuation marks used in pairs ( " ") to indicate:</p> <ul style="list-style-type: none"> <li>• quotes (evidence).</li> <li>• direct speech</li> <li>• words that are defined, that follow certain phrases or that have special meaning.</li> </ul>	<p><i>For direct speech:</i> Janet asked, "Why can't we go today?"</p> <p><i>For quotes:</i> The man claimed that he was "shocked to hear the news".</p> <p><i>For words that are defined, that follow certain phrases or that have special meaning:</i> 'Buch' is German for book. The book was signed 'Terry Pratchett'. The 'free gift' actually cost us forty pounds.</p>
<p><b>Apostrophes</b></p> <p>Used to show that letters have been left out (contractions) or to show possession (i.e. 'belonging to')</p>	<p><i>Contractions:</i> <i>Is not = isn't                      Could not = couldn't</i></p> <p><u><i>Showing Possession:</i></u> <i>With nouns (plural and singular) not ending in an s add 's:</i> <i>the girl's jacket, the children's books</i></p> <p><i>With plural nouns ending in an s, add only the apostrophe:</i> <i>the guards' duties, the Jones' house</i></p> <p><i>With singular nouns ending in an s, you can add either 's or an apostrophe alone:</i> <i>the witness's lie or the witness' lie (be consistent)</i></p>
<p><b>Commas in a list</b></p> <p>Used between a list of three or more words to replace the word <i>and</i> for all but the last instance.</p>	<p>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.</p>
<p><b>Commas to mark phrases or clauses</b></p>	<p><i>To indicate contrast:</i> The snake was brown, not green, and it was quite small.</p> <p><i>Where the phrase (embedded clause) could be in brackets:</i> The recipe, which we hadn't tried before, is very easy to follow.</p> <p><i>Where the phrase adds relevant information:</i> Mr Hardy, aged 68, ran his first marathon five years ago.</p> <p><i>To mark a subordinate clause:</i></p>

	<p>If at first you don't succeed, try again. Though the snake was small, I still feared for my life.</p> <p><i>Introductory or opening phrases:</i> In general, sixty-eight is quite old to run a marathon. On the whole, snakes only attack when riled.</p> <p><i>Conjunctive verbs:</i> Unfortunately, the bear was already in a bad mood and, furthermore, pink wasn't its colour.</p>
<p><b>Brackets (also known as parentheses)</b></p> <p>Used for additional information or explanation.</p>	<p><i>To clarify information:</i> Jamie's bike was red (bright red) with a yellow stripe.</p> <p><i>For asides and comments:</i> The bear was pink (I kid you not).</p> <p><i>To give extra details:</i> His first book (The Colour Of Magic) was written in 1989.</p>
<p><b>Ellipsis</b></p> <p>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).</p>	<p><i>A pause in speech:</i> "The sight was awesome... truly amazing."</p> <p><i>At end of a sentence to create suspense:</i> Mr Daily gritted his teeth, gripped the scalpel tightly in his right hand and slowly advanced...</p>
<p><b>Dash</b></p> <p>Used to show interruption (often in dialogue) or to show repetition.</p>	<p><i>To show interruption:</i> "The girl is my – " "Sister," interrupted Miles, "She looks just like you."</p> <p><i>To show repetition:</i> "You-you monster!" cried the frightened woman. "St-st-stop!" stammered the boy.</p>
<p><b>Colons</b></p> <p>a) Used before a list, summary or quote</p> <p>b) Used to complete a statement of fact</p>	<p><i>Before a list:</i> I could only find three of the ingredients: sugar, flour and coconut.</p> <p><i>Before a summary:</i> To summarise: we found the camp, set up our tent and then the bears attacked.</p> <p><i>Before a line of speech:</i> Tom asked: "May I have another cupcake?"</p> <p><i>Before a statement of fact:</i> There are only three kinds of people: the good, the bad and the ugly.</p>
<p><b>Semi-colons</b></p>	<p><i>To link two separate sentences that are closely related:</i> The children came home today; they had been away for a</p>



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.

week.

*In a list:*

Star Trek, created by Gene Roddenberry; Babylon 5, by JMS; Buffy, by Joss Whedon; and Farscape, from the Henson Company.