

English



Terminology Overview

Noun – this names a person, place, animal, thing or idea.		
Common noun refers to people or things in general.		snorkel, table, crisps, umbrella dog, tree, chair, bed
Concrete noun refers to people and things that can be physical seen/ touched.		pen, sea, sand, book
Collective noun is a group or collection of things.		colony, herd, cattle, flock, pack
Proper noun identifies a particular person, place or thing. They begin with a capital letter.		Magna Carta, Jenny, London Thursday, France, Patrick
Abstract noun refers to ideas, qualities and conditions that cannot be seen or touched.		love, trust, success, resilience happiness, sleep, luck
Compound noun contains two or more words which join together to make a single noun. Compound nouns can be words written together, words that are hyphenated, or separate words that go together by meaning. Most made with nouns modified by adjectives		blackboard, fireflies, sunrise, hairstyle, low-budget, first-class, swimming pool...
Pronouns are used in place of a noun or noun phrase. They help to make a text cohesive – pronoun referencing – and prevent too much repetition.	Personal pronoun	I, we, you, he, she, it, they
	Possessive pronoun	mine, ours, yours, his, hers , its, theirs
	Relative pronoun gives more information about somebody or something. It introduces a relative clause. (See relative clause)	who, whom, whose, which, that, when, where, why, whoever, whichever
Determiner goes in front of a noun and to tells your which person or thing the sentence is about or how many of them there are.	Numbers: two, eighty, three thousand	
	Articles: a, an, the	
	Demonstratives: this/that, those/these	
	Possessives: my, your, his, her, its, our, their	
	Quantifiers: some, many, no, any, much, few, little, both, all, either, neither, each, every, enough	
		And some question words: which (which shoe?), what (what shape?), whose (whose coffee?)

	Example: a castle, that castle, her castle, any castle...
Preposition this is a word which shows the relationship between a noun and other words. (<u>usually</u> indicates location)	to, with, at, over, beside, among, between
Prepositional phrase has a preposition and is usually followed by a noun phrase:	• in the house • beside the chair • among the trees
Articles are a type of determiners which introduces or signal a noun. There are indefinite and definite articles.	Definite article: the. That specific one.
	Indefinite article: a/an. More general – one of many. ‘a’ before a word that starts with a consonant – a bike, a shoe ‘an’ before a word that starts with a vowel – an egg, an umbrella
Adjective is a word which gives more information about a noun.	They can be used to compare, express precision, clarify, impact: the small house, the biggest house on the street, the lukewarm drink, the timid boy, the freezing girl They can also be used to qualify, intensify or emphasise – modifiers: exceptional result, insignificant amount The little, green bird pecked the juicy orange. The happy, proud parents clapped.
Adverbs/ Adverbials describes a verb or an adjective. It tells us how, when, where, how much, how often. Adverbs can end in ly but this is not always!	quickly, narrowly, curiously, nervously, eventually, soon, almost, often, just, never, tomorrow, just. adverb determiner (article) She cautiously took a step. pronoun verb noun adverb He just arrived pronoun verb How: slowly, quickly, quietly, loudly, happily (It happened suddenly.) When: before, after, yesterday, later, tomorrow (I will eat later.) Where: here, above, around, there, down, everywhere (She fell down.)

Fronted adverbial an adverbial which has been moved before the verb. They are always followed by a comma.	Before we <u>begin</u>, make sure you've got a pencil. <u>The day after tomorrow</u>, I'm visiting my grandparents. <u>Last night</u>, she promised to see them.
Verb names an action. A word (or words) that tells you what is happening in a sentence. Not necessarily a 'doing' word. A verb is at the heart of a clause (see clause) Verbs often occur in 'chains' of more than one word. This is known as a verb phrases.	fall, flow, flight, break, sit, sulk, play, live, work was fighting, were playing, have been working Examples Past tense (already happened) They played in the match. They all had fun. She packed her lunch. Present tense (happening now) Willow tries hard. Safa plays the piano. The children jump on the trampoline. Dad climbs the ladder.
Primary auxiliary verb helps the main verb to make sense in the sentence. They help to form the tense of the sentence These can be used as main verbs as well as auxiliary verbs.	have, be, do, am, is, was, were, been, had, having, has, are, did, does Do (questions and short answers): do, have, be Have (perfect tenses): have, has, had Be (progressive tenses): am, is, are, was, were I am eating my lunch. I have eaten the cake.
Modal auxiliary verb –these are used to express possibility and certainty. They help to build up a verb phrase	could, will, may, can, might, should, ought, would, wouldn't, shouldn't, couldn't, shall, must, might

Subject and verb agreement - subjects and verbs must agree with one another in number (singular or plural). If a subject is singular, its verb must also be singular; if a subject is plural, its verb must also be plural.	What is the problem? (singular) (primary (subject) auxiliary verb) What are the problems? (plural) (primary (Subject) auxiliary verb)
Tense tells us when something happened	past, present or future
Simple past tense indicates events which happened at a specific time but have finished now: events that which have already happened.	walked, talked, stroked, flushed, brushed, tried, pushed, played He walked to school. She brushed the knots out of her hair. He rudely talked over the teacher.
Past progressive tense indicates the action that has already happened over a longer period of time Formed with the verb 'to be'	was walking, were walking
Past perfect tense indicates an action that had already finished when another action happened Formed with the verb 'to have'	had The curtain had already risen as he made his way to the theatre. Max had been sent to bed with no supper when his room grew into a forest. I had been playing (continuous) in the garden.
Simple present tense – describe event which happen often.	Walk, walks, talk, talks, fly, tries We fly to various different places, He tries hard in his word They walk to school
Present progressive tense indicates events which are happening right now in the present moment and the action is taking place over a longer period of time. Formed with the verb 'to be' (primary auxiliary verb + main verb (ing))	is walking, am walking, are walking I am walking to school. We are playing outside.
Present perfect tense indicates that an action happened at an unspecified time before now - the exact time is not important	have has I have seen that film many times. He has seen that film many times.

We use the Present Perfect with an unspecific expression such as: ever, never, many times, several times, before, so far, already, yet... Formed with the verb 'to have'		I think I have met him once before. There have been many earthquakes in California. People have travelled to the Moon. I have been baking today. (Present perfect progressive)
Simple future tense indicates events which will take place.		will We will bake. I will see you soon. They will be here.
Future progressive tense indicates events which will take place, over a longer period of time. Formed with the verb 'to be'		<u>will be</u> baking, <u>will be</u> singing You <u>will be</u> singing in the school choir.
Future perfect tense indicates events which will be finished before another action takes place Formed with the verb 'to have'		will have You will have seen the show. I will have baked a cake. They will have been playing outside. (Future perfect progressive)
Sentence is a group of words which express an idea and usually contain a subject, verb and object. They are made up of clauses, phrases and words. A sentence conveys a statement, command, question or exclamation.		
Sentences can be:	Statement sentences that express a fact, idea or opinion. They tell you something. Statements can be simple, compound or complex sentences. They consist of at least one clause.	She was an extremely polite girl. The building, which was hidden beyond the trees, was ancient. Simple statement: Penguins lay eggs. Compound statement: Goldilocks ate the porridge and the bears found her. Complex statement: It is snowing because it is cold.

	Command a sentence type in which orders an action to take place. They often start with an imperative verb. In KS2, commands are used in speech.	Close that door. Get out of my sight. Examples KS1 Jog on the spot. Stir the mixture. Pour the juice. Examples KS2 “Stop talking” shouted the teacher. “Kick the ball” screamed the crowd.
	Question a type of sentence asked or written to gain further information. Written questions are punctuated with a question mark to show a sentence has been completed. Questions start with who, what, when, where, how, why ? Some questions start with have, do, are	How are you today? What did you have for your breakfast? Are you enjoying your holiday? What are you doing today? Who is older out of both of you? Where are you going?
	Exclamation a sentence that expresses a strong emotion or surprise. Written exclamation sentences end with an exclamation mark. It begins with a ‘what’ or ‘how’. They are full sentences, include a verb and end with an exclamation mark.	Exclamation sentence are easy to write: What - noun phrase - pronoun - verb - ! How - adjective - pronoun/ determiner - verb - ! What a wonderful day it is! How amazing was that! What a lovely dog she is! What horrible weather it is! How happy he looks!

		How generous you are!
Clause is a group of words which contain a verb and subject		
Main clause is a group of words that contains a subject and a verb and expresses a complete thought. It can stand alone as a sentence.		<u>Leonard sang</u> beautifully. <u>The wind howled</u> fiercely. He laughed all the way home. (simple past) She was walking to school. (past progressive) The will be going to the shop. (future present progressive)
Subordinate clause it helps to give more meaning to the main clause. It cannot exist on its own as it is not a complete sentence. A subordinate clause can start with a subordinate conjunction. if, since, as, when, although, while, after, before, until and because Can be placed at the start, middle or end of a sentence. If placed at the start, this needs to be followed by a comma. If placed in the middle, it needs to have a comma either side.		<u>Seeing the injured boy</u>, the three teachers ran across the playground to help him. (subordinate clause) (main clause) The three teachers, <u>after seeing the injured boy</u>, ran across the playground to help him. (subordinate clause) (main clause) The three teachers ran across the playground <u>because they could see the injured boy</u>. (main clause) (subordinate clause) <u>Because they could see the injured boy</u>, the three teachers ran across the playground to help. (subordinate clause) (main clause) Lewis stayed in the house because it was snowing outside. Seeing the injured boy, the three teachers ran towards him.
Phrase a group of words which makes sense. A phrase does not contain a verb. It is not a whole sentence.		In the night My best friend my form tutor (noun phrase) This is <u>my form tutor</u>. very good (adjective phrase) She is a <u>very good</u> teacher.

	as quickly as possible (adverb phrase) The teacher removed the spider <u>as quickly as possible</u>.
Simple sentence consists of just one main clause. It usually has a subject and one verb or verb phrase.	The bird ate the apple. The boy ran away. She plays basketball twice a week. The tabby cat <u>chased</u> the terrified mouse. subject verb object
Compound sentence joins two main clauses together using coordinating conjunctions for, and, nor, but, or, yet and so	(main clause) The tabby cat chased the terrified mouse but it managed to escape. (main clause) (co-ordinating conjunction) Archie sat on the beach and he ate an ice cream.
Complex sentence it contains one main clause and a subordinate clause to add extra detail. A subordinate clause is linked to the main clause with words such as if, since, as, when, although, while, after, before, until, because, once, than, unless, where and whenever The subordinate clause can change its position in the sentence.	The tabby cat chased the mouse <u>whenever it emerged from the hole</u>. (main clause) (subordinate clause) <u>Whenever it emerged from the hole</u>, the tabby cat chased the mouse. (subordinate clause) (main clause) Sam enjoyed playing tennis although he wasn't very good. Because she didn't know the way, Mum drove slowly.
Non-finite subordinate clause – these are also subordinate clauses and have incomplete verbs.	Stumbling through the trees, Charlie glimpsed a faint glow in the distance. Terrified of the forbidding stranger, the princess shrank deeper into the soft blankets.
Relative clause is a type of subordinate clause and is introduced using the relative pronouns. It modifies or describes the noun with words such as that, which, who, whom and whose	Relative pronoun: who, whom, which, that, whose Relative adverb: where, when, why (main clause) The ancient chest, which was buried under a heap of old timber, held the key to the mystery.

They begin with a relative pronoun or adverb and can be embedded within a sentence.	(relative pronoun) (relative clause) (main clause) Poppy, <u>who was watching the race</u>, could not believe her eyes. (relative pronoun) (relative clause) I live in Cambridge <u>which is a university city</u>. (main clause) (relative pronoun) (relative clause) (main clause) The gate, <u>where the policemen stood</u>, was completely covered in Ivy. (relative adverb) (relative clause) The bedroom, that is upstairs, needs redecorating. The film, which came out last week, is a real hit.
Multiple clause sentences this is when a sentence is made up of three or more clauses.	Although it was raining, the children went outside to play and they jumped in puddles until it was time to go home.
Noun phrase is two or more words that act as a noun. It contains a determiner and a noun.	the cars some sweets a house the castle The dragon
Expanded noun phrase adds more detail to the noun phrase by including one or more adjectives.	a graceful, wise owl Extend: add a prepositional phrase (where/ when something is happening)

	a graceful, wise owl soaring through the sky Extend: add a simile A graceful, wise owl with eyes as sharp as a hunter's blade. The fierce fire-breathing dragon The dragon with blood-drenched scales The fierce fire-breathing dragon with blood-drenched scales
Adjectival phrase is a group of words that describes a noun or pronoun in the sentence. The adjectival phrase can be placed before and/or after the noun or pronoun in the sentence.	After playing all day, the <u>extremely tired</u> kitten fell to sleep. The film was <u>not too terribly</u> long
Adverbial can be an <u>adverb, phrase or clause</u> which answer the questions when (time), where (place) or manner (how). They can be used in different places in the sentence	How? Manner In silence, angrily, with a smile, as carefully as you can, with great skill, cautiously When? Time at midnight, later that day, next morning, for 3 minutes, in their early years, during the Jurassic period, while they are spawning, until you reach the station Also frequency – often, never, regularly, daily, rarely, continually, occasionally Where? Place In the park, at the shop, over the hill, in forests, next to the bowl
Fronted adverbial is simply an adverb, phrase or a clause which is positioned at the <u>start</u> of a sentence and answers the questions when (time), where (place) or manner (how)	Far in the distance, the mountain peaks were outlined against the darkening sky. (where - place) With a heavy heart, she stepped down the stairs. (how – manner) Seconds later, the van zoomed down the lane. (when – time) Cautiously, she crept forward without making a sound.

	(how – manner)
Conjunction links words, phrases and clauses.	
Subordinating Conjunctions are words which join a main clause to a subordinating clause. ISAWAWABUB: if, since, as, when, although, while, after, before, until and because	The teacher was cross <u>because</u> he was late for school. <u>Because</u> he was late for school, the teacher was cross.
Coordinating Conjunctions are joining words to join two main clauses together. The clauses are of the same importance. FANBOYS: for, and, nor, but, or, yet and so	Jaidan had a cold <u>but</u> he went to school. They went to the park <u>and</u> they went on the slide.
Conjunctive adverbs and adverbial phrases connect ideas in separate sentences. They maintain cohesion of a text.	however, furthermore, finally, on the other hand, in addition, in contrast, moreover • Addition – also, furthermore, moreover, in addition, • Opposition – however, nevertheless, on the other hand • Reinforcing – besides, anyway, after a;; • Explaining – for example, in other words, that is to say • Listing – firstly, first of all, finally • Indicating result – therefore, consequently, as a result • Indicating time- just then, meanwhile, simultaneously, later
Active voice this is when active verb has its usual pattern of subject and object (in contrast with the passive).	Sophie ate all of the cake. The teacher taught the children.
Passive voice - the subject is not doing anything, it is 'passively' having something done to it.	The apple was eaten by the boy. The sheep were sheered by the farmer. The children were taught by the teacher. The cake was eaten by Sophie.
	NB: When changing from active to passive, the object becomes the subjects and vice versa. Tom was playing the flute. The flute was being played by Tom.
Subjunctive mood suggests a level of formality. The subjunctives make language sound more formal. The subjunctive mood is all about <u>how the verb appears</u> in the sentence. It can be used for showing conditions that are not true, making a command more formal, a wish more formal or a request more formal	Subjunctive mood: <u>If I were</u> the boss, I'd leave. Normal verb use: <u>If I was</u> the boss, I'd leave. Subjunctive mood: <u>If I were</u> to be rude, I'd never forgive myself. Normal verb use: <u>If I was</u> going to be rude, I'd never forgive myself.

	Subjunctive mood: <u>If that were</u> the case, I would go. Normal verb use: <u>If that was</u> the case, I would go.
Capital letter is used at the beginning of a sentence and for proper nouns.	He loves reading. Proper Nouns Days of the week: Monday, Thursday, Saturday Months of the year: January, February, March, May People: Jacqueline Wilson Brands: Ferrari Places: Sheffield, Rotherham Books: Charlie and the Chocolate Factory Films: Shrek
Punctuation are used in sentences to make the meaning clear. Needed to clarify grammatical boundaries between words, phrases and clauses and sentences.	Examples ! ? . , ; : - () "" They can really change the meaning of a sentence. "Let's eat Granny!" "Let's eat, Granny!"
Full stop comes at the end of a sentence. It shows that a sentence is complete and finished. Remember you don't need to always start a new line for a new sentence. Just carry on after the full stop.	Yesterday, we went to the beach. You are coming to the party.
Question mark is used to mark the end of a question.	How are you today? What are you doing this evening? Can you put that in the kitchen please? You are coming to the party, aren't you?
Exclamation mark is used to mark the end of an exclamatory sentence and to emphasise strong feelings or emotion. It shows that the sentence is something urgent, shows surprise or anger.	Run! Don't do that! What an annoying child she is! How amazing is that!

Apostrophe	Possession – this is when something belongs to someone (singular and plural).	Singular possession – this is when there is only one owner. The apostrophe always goes after the last letter of the word describing the person to whom something belongs (the ‘owner’) and is followed by an ‘s’ The book belonging to the boy <i>becomes</i> The boy’s book. The bike belonging to joe <i>becomes</i> Joe’s bike. The computer belonging to my friend <i>becomes</i> Mt friend’s computer. The football belonging to Travis becomes Travis’ football because it already ends in an s. Plural possession – this is when there is more than one ‘owner’ and ends in an ‘s’. The books belonging to the boys <i>becomes</i> The boys’ books. (There is more than one boy (‘owner’) and the books belong to them) The toys belonging to the babies <i>becomes</i> The babies’ toys. (There is more than one baby and the toys belong to them) The bowls belonging to the cats <i>becomes</i> The cats’ bowls. However, when the owner in the sentence is plural but does not have an s (children, people) the s comes after the apostrophe. The games belonging to the children <i>becomes</i> The children’s games. The opinion belonging to the people <i>becomes</i> The people’s opinion.
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		The field belonging to the sheep <i>becomes</i> The sheep's field. (its (belonging to it) no apostrophe needed) (it's (it is or it has) apostrophe needed for omission)
	Contractions a contraction is a shortened form of two words, where one or more letters are replaced with an apostrophe ('). Contractions make writing and speech more informal and natural. Omission – this is when letters are omitted (left out) from a word or words.	have not becomes haven't because the 'o' is omitted shall not – shan't, will not – won't, do not – don't, must not – mustn't, cannot – can't, is not – isn't, you are – you're, they are – they're, he is - he's, he has - he's
Comma Beware of comma splicing! This is when a comma is used incorrectly to connect two main clauses. 'I enjoy travelling, I have visited many interesting places.'	In a list Are used to separate things in a list.	My favourite fruits are strawberries, raspberries, figs and pears. I like to eat apples, seeds, grapes and nuts. There is a pen, pencil, rubber and ruler in my pencil case. I like peas, carrots and beans.
	Separate words, phrases and clauses	Conjunctive adverbial: The sun was shining. <u>However</u>, the young girl sat in her bedroom sulking. The playground, however, will be closed. Fronted adverbial: <u>Carefully edging closer to the beast</u>, her heart ponded like a drum. <u>Ferociously</u>, she swung the sword towards the knight's head.

		Subordinate clause used at the beginning of the sentence: <u>Although she was in relief that it was over,</u> she was still anxious about the next day's test. Non-finite subordinate clause: <u>Terrified of the forbidding stranger,</u> the princess shrank deeper into the soft blankets. Parenthesis: Rebecca, <u>our best player,</u> scored the goal. Embedded relative clause: Bilbo, <u>who was feeling very nervous,</u> began to make his way along the path.
	Clarity	After we left, Sarah, Bob and John went to the cinema. (all 3 went to the cinema) After we left Sarah, Bob and John went to the cinema. (Sarah left and Bob and John went to the cinema)
Inverted commas are used to show where direct speech starts and ends in a sentence. They are opened with a “ and closed with a ” They enclose the actual words a speaker has said. - Any punctuation at the end of the speech goes before the closing inverted commas. - Each new speaker starts a new line.		“It has rained every day for a month,” Claire complained. Anna sighed, “You are going to Spain next week. The sun will shine there.” “You forgot your packed lunch,” said Mohammad. “I love my new toy,” said Alex.
Parenthesis is used to separate off additional information that would interrupt the drift of a paragraph – brackets, dashes or commas (which always come in pairs) This can be a word, phrase or clause inserted as an	Brackets	Rebecca (our best player) scored a goal. I spent a year travelling the world (my parents were worried as they thought it was dangerous). Along the banks of the Amazon (the longest river in the world) many extraordinary creatures can be found.
	Dashes	Rebecca – our best player – scored a goal.
	Commas	Rebecca, our best player, scored a goal. My birthday cake was chocolate (which is my absolute favourite) with chocolate icing as well. My brother, who lives in London, is coming to visit. I looked up - squinting because of the sun - and saw the birds flying.

explanation or after thought. The word inside the brackets, commas or dashes is called parenthesis. Dashes are only to be used in informal writing. If you remove the word or phrase between the two brackets, commas or dashes, the sentence should still make sense on its own.		
Dashes to show a break in the flow of a sentence. It often replaces semicolons to link two main clauses or a colon to further explain. It is mainly used in more formal writing.		The climate is undergoing changes – summers are wetter and cooler and the sun rarely shines. The moon was gleaming silver – it looked like an enormous lantern.
Hyphen is used to link words or parts of words. They are found in compound words. They also join prefixes to other words.		Compound adjectives before nouns: a well-known author, an English-Italian dictionary, the sweet-smelling flowers, the bad-tempered ladybird
		Compound noun where the second part is a preposition: a break-in, a write-off, a go-between, a hold-up
		Prefixes: co-, non- and ex- co-ordinator non-smoking ex-soldier
		Spitting a word at the end of the line: A cloud of ravens rose to the cool air as the clock struck midnight.
Ellipsis - three dots used to show where a word/phrase/sentence has been omitted intentionally. It is also used to show an unfinished sentence which raises a question or creates tension.		Something was coming... I wanted to talk to you... James swallowed hard. "Maybe you could...talk to her?" It can be used as a replacement for omitting words. Example: To be or not to be... that is the question.

	It can be used as a pause for effect. Example: She stared at the letter, her hands trembling... then she tore it apart. It can be used as an unfinished thought. Example: I was going to tell you something, but... It can be used as a trail off for silence. Example: I just don't know what to do anymore...
Semi-colon can be used to separate two main clauses which are of equal importance. (Replaces conjunction)	The moon was gleaming silver; it looked like an enormous lantern. The film was brilliant; I had a great time. The room is hot; there are a lot of people dancing. I packed several pairs of sandals; all my swimwear; a patterned maxi dress; some brightly coloured t-shirts and shorts and a good supply of sun tan lotion.
Colon most often used to denote the start of a list or at the start of an explanation.	At the start of a list Your child will need many things for the school trip: a hat, a scarf and a pair of gloves. There were lots of things on Anna's floor: clothes, books, shoes and the remains of a pizza she had eaten on Friday night. She had packed a variety of summer essentials: Gucci sunglasses; her favourite sunglasses; a Topshop maxi dress and her never-to-be-put-down Celia Ahern book. At the start of an explanation To make a cup of tea you must boil the kettle: this makes the water very hot, so be careful.
Cohesive devices aid the cohesion (how the text fits together) of the text and enable links both within and between paragraphs.	Fronted adverbials
	Pronoun referencing – appropriate choice of pronoun and noun within and across sentences to avoid repetition.
	Subordinating conjunctions
	Co-ordinating conjunctions
	Conjunctive adverbs and adverbial phrases
	Repetition of a word or phrases
First person	I, me, we, us

Second person	you, your,
Third person	him, her, his, their, they, it
Synonym words that mean the same, or nearly the same as each other.	happy/content/cheerful/merry/joyful/jolly big/huge/massive/colossal horrible/nasty/mean/evil laugh/ snigger/ giggle/ chuckle
Antonym words that mean the opposite as each other.	bad/good, timid/confident, quiet/loud, all/non, private/public, north/south quick/ slow delicious/revolting mean/ kind You can sometimes make an antonym to a word by adding the prefix un, in or dis certain > uncertain correct > incorrect agree > disagree
Figurative language is language that uses words or expressions with a meaning that is different from the literal interpretation. When a writer uses literal language , he or she is simply stating the facts as they are.	Metaphor
	Simile – compares one thing with another thing of a different kind (using like or as)
	Onomatopoeia - a word that imitates the sound or suggests the source of the sound that it describes
	Alliteration - the occurrence of the same letter or sound at the beginning of adjacent or closely connected words
	Hyperbole - exaggerated statements or claims not meant to be taken literally
Informal language is the way we speak or write in a casual, friendly way. We often use contractions, everyday words, and relaxed sentences.	Personification – giving something non-human human characteristics
	Informal: Hey! What's up? Formal: Hello! How are you? Informal: She's not coming to the party.
Formal Language the use of standard English.	Formal: She is not attending the party.