Verbs	
Term	**Definition**
Verb	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. *running, eating, sitting.* All sentences have a subject and a verb. The subject is the person or thing doing the action: Example: Cats purr (Cats is the subject and purr is the verb)
Auxiliary verb	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 ***to be*** and the verb ***to have.*** These 'helping' verbs are called ***auxiliary verbs*** 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. Examples: I *have* arrived ('arrived' is the main verb and 'have' is the auxiliary verb) We *are* waiting ('waiting' is the main verb and 'are' is the auxiliary verb)

Adverbs	
Term	**Definition**
Adverb	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 ***–ly*** and come from adjectives: E.g. *soft – **softly**; slow – **slowly**.*
Adverb or Adjective?	Some words can be either adverbs or adjectives depending on what they do in a sentence, e.g. *fast, hard, late.* 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. Examples: ***Life is hard. (adjective)*** ***Kim works hard. (adverb)*** ***The train arrived early. (adverb)*** ***I took an early train. (adjective)***

Pronouns	
Term	**Definition**
Pronoun	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 **pronoun** (which means 'for a noun') We use **pronouns** so that we do not have to repeat the same nouns over again.

	Have a look at the following sentence: When Barnaby stroked the cat and listened to the cat purring softly, Barnaby felt calm and peaceful. **Compare it with the same sentence where some of the nouns have been replaced by pronouns:** When Barnaby stroked the cat and listened to **it** purring softly, **he** felt calm and peaceful.
Singular pronouns	Singular pronouns are used to refer to one person or thing. E.g**.: *I, you, me, he, she, it, you, him, her, mine, yours, his, hers, its***
Plural pronouns	Plural pronouns are used to refer to more than one person or thing. E.g**.: *we, they, us, them, ours, yours, theirs***

Other word classes and grammatical terms	
Term	**Definition**
Prepositions	Prepositions are words which show the relationship of one thing to another. Examples: Tom jumped ***over*** the cat. The monkey is ***in*** the tree. These words tell you where one thing is in relation to something else. Other examples of prepositions include: ***up, across, into, past, under, below, above …***
Connectives (conjunctions)	Connectives (conjunctions) join together words, phrases, clauses and sentences. They help us to create compound sentences by joining two main clauses together. E.g.: She went to the shops. She bought a box of chocolates. We can use a conjunction to join these sentences together: She went to the shops ***and*** bought a box of chocolates. Other connectives (conjunctions) include: ***but, as, so, or …***
Subordinating connectives	Subordinating connectives link a main (independent) clause with a subordinate (dependent) clause (a clause which does not make sense on its own). Example: ***When*** *we got home*, we were hungry. We were hungry ***because*** we hadn't eaten all day. Other subordinating connectives include: ***if, while, after, until, before , although…***
Article	An article is always used with and gives some information about a noun. There are three articles: ***a, an*** and ***the*** Examples: ***the*** chair; ***a*** table; ***an*** elephant

	*There is sometimes confusion about whether to use ***a*** or ***an***. 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 ***an***; if a word begins with a consonant sound, you should use ***a.***

Features of sentences/Types of sentences	
Term	**Definition**
Declarative sentence (statement)	These are sentences which state facts. e.g.**:** It is hot. The butter is in the fridge.
Interrogative sentence (question)	Interrogative sentences (questions) are sentences which ask for an answer. e.g.: Are you hot? Where is the butter?
Imperative sentence (command)	These are sentences which give orders or requests. e.g.: Play the movie. Give me a dinosaur for my birthday.
Exclamatory sentence (exclamation)	Exclamatory sentences (exclamations) are sentences which express a strong feeling of emotion. e.g.: My goodness, it's hot! I absolutely love this movie!
Clause	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 ***main clause*** (makes sense on its own) e.g.: Sue bought a new dress. 2. A **subordinate clause** (does not make sense on its own; it depends on the main clause for its meaning) E.g.: Sue bought a new dress ***when she went shopping.*** *'when she went shopping' is the subordinate clause as it would not make sense without the main clause.
Phrase	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**
Synonyms These are words that have a similar meaning to another word. We use synonyms to make our writing more interesting.	Synonyms for: Bad - awful, terrible, horrible Happy - content, joyful, pleased Look - watch, stare, glaze Walk - stroll, crawl, tread
Antonyms These are words with the opposite meaning to another word.	The antonym of up is down The antonym of tall is short The antonym of add is subtract
Word groups/ families 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.	**at, cat, hat, and fat** are a family of words with the **"at"** sound and letter combination in common. **bike, hike, like, spike and strike** are a family of words with the "ike" sound and letter combination in common. **blame, came, fame, flame and game** are a family of words with the **"ame"** sound and letter combination in common.
Prefix 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 – **un**happy Adding 'dis' to appear – **dis**appear Adding 're' to try – **re**try
Suffix Suffixes are added to the end of an existing word to create a new word with a different meaning.	Adding 'ish' to child – child**ish** Adding 'able' to like – like**able** Adding 'ion' to act – act**ion**
Root words 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.	help is a root word It can grow into: helps helpful helped helping helpless unhelpful

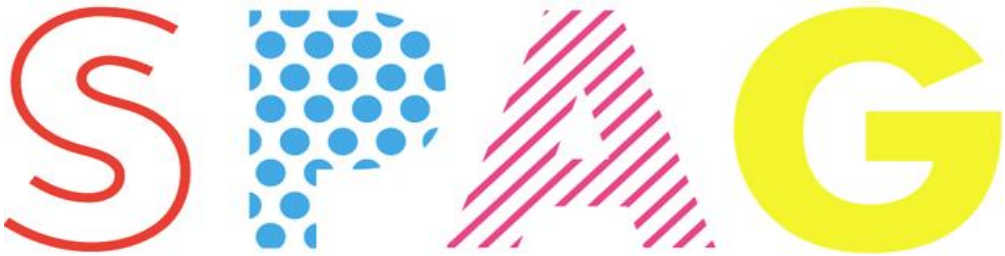
Singular A singular noun names one person, place or thing (a single item).	One bike One mango One dress One fly One turkey One half
Plural More than one person, place or thing.	*Most nouns are made into plurals by adding –s:* Three bikes *Some nouns ending in –o are made into plurals by adding –es:* Two mangoes *Most nouns ending in hissing, shushing or buzzing sounds are made into plurals by adding –es:* Ten dresses *For words ending in a vowel and then –y, just add –s:* Eight turkeys *For words ending in a consonant and then –y, change -y to -i and add –es:* Five flies *Most nouns ending in -f or-fe change to -ves in the plural:* Six halves

Punctuation	
Definition	**Example**
Capital letter Used to denote the beginning of a sentence or a proper noun (names of particular places, things and people).	 Joel has karate training ever Monday afternoon at Wells Primary School. In January, the children will be visiting London Zoo.
Full stop Placed at the end of a sentence that is not a question or statement.	 Terry Pratchett's latest book is not yet out in paperback. I asked her whether she could tell me the way to Brighton.
Question mark Indicates a question/disbelief.	 Who else will be there? Is this really little Thomas?
Exclamation mark Indicates an interjection/surprise/strong emotion	 What a triumph! I've just about had enough! Wonderful!
Inverted commas Punctuation marks used in pairs (" ") to indicate: • quotes (evidence). • direct speech • words that are defined, that follow certain phrases or that have special meaning.	 *For direct speech:* Janet asked, "Why can't we go today?" *For quotes:* The man claimed that he was "shocked to hear the news". *For words that are defined, that follow certain phrases or that have special meaning:* 'Buch' is German for book. The book was signed 'Terry Pratchett'. The 'free gift' actually cost us forty pounds.
Apostrophes Used to show that letters have been left out (contractions) or to show possession (i.e. 'belonging to')	*Contractions:* *Is not = isn't* *Could not = couldn't* *<u>Showing Possession:</u>* *With nouns (plural and singular) not ending in an s add 's:* the girl's jacket, the children's books *With plural nouns ending in an s, add only the apostrophe:* the guards' duties, the Jones' house *With singular nouns ending in an s, you can add either 's or an*

	apostrophe alone: the witness's lie or the witness' lie (be consistent)
Commas in a list Used between a list of three or more words to replace the word *and* for all but the last instance.	 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.
Commas to mark phrases or clauses	*To indicate contrast:* The snake was brown, not green, and it was quite small. *Where the phrase (embedded clause) could be in brackets:* The recipe, which we hadn't tried before, is very easy to follow. *Where the phrase adds relevant information:* Mr Hardy, aged 68, ran his first marathon five years ago. *To mark a subordinate clause:* If at first you don't succeed, try again. Though the snake was small, I still feared for my life. *Introductory or opening phrases:* In general, sixty-eight is quite old to run a marathon. On the whole, snakes only attack when riled. *Conjunctive verbs:* Unfortunately, the bear was already in a bad mood and, furthermore, pink wasn't its colour.
Brackets (also known as parentheses) Used for additional information or explanation.	*To clarify information:* Jamie's bike was red (bright red) with a yellow stripe. *For asides and comments:* The bear was pink (I kid you not). *To give extra details:* His first book (The Colour Of Magic) was written in 1989.
Ellipsis 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).	 *A pause in speech:* "The sight was awesome… truly amazing." *At end of a sentence to create suspense:* Mr Daily gritted his teeth, gripped the scalpel tightly in his right hand and slowly advanced…
Dash Used to show interruption (often in	*To show interruption:* *"The girl is my – "* *"Sister," interrupted Miles, "She looks just like you."*

dialogue) or to show repetition.	*To show repetition:* *"You-you monster!" cried the frightened woman.* *"St-st-stop!" stammered the boy.*
Colons a) Used before a list, summary or quote b) Used to complete a statement of fact	*Before a list:* I could only find three of the ingredients: sugar, flour and coconut. *Before a summary:* To summarise: we found the camp, set up our tent and then the bears attacked. *Before a line of speech:* Tom asked: "May I have another cupcake?" *Before a statement of fact:* There are only three kinds of people: the good, the bad and the ugly.
Semi-colons 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.	*To link two separate sentences that are closely related:* The children came home today; they had been away for a week. *In a list:* Star Trek, created by Gene Roddenberry; Babylon 5, by JMS; Buffy, by Joss Whedon; and Farscape, from the Henson Company.

North Waltham's Guide to Grammatical Terms/Word Classes/Features of Sentences



What is Grammar?

In classical Greek, grammar was concerned with three elements:

- **Syntax** – the rule by which words are combined into larger structures such as phrases, clauses and sentences, and how these relationships are indicated.
- **Morphology** – the rules and principles of the structure and changes in word formation.
- **Semantics** – the relationship between words, sentences and their meanings.

Grammar is a set of rules, dependent upon the form of speaking and writing intended, which structure the sequence within and between words. Grammar is like looking under the bonnet of language, to see how it works. Understanding how grammar and language work is exciting!

The grammar of our first language is learned naturally and implicitly through interactions with other speakers and from reading. If children cannot talk in sentences, or use grammatically accurate clauses, they will be unable to do so in their writing. The formation of language begins at birth. A baby's cries communicate the need for help and attention. The baby responds to a parent's touch by calming down. Later, the baby begins to produce sounds that name or request familiar objects or family members; ba ba (bottle), ma ma (mother), da da (father). We don't think of this immersion of language as the beginning of developing grammar and syntax, but it is. Children are "speaking" and someone is responding appropriately! As a child's language develops, parents can help children understand how to use their language more effectively through their own use of appropriate grammar (classes of words, their forms, and functions) and syntax (the arrangement of words and how we put them together for a specific meaning).

'It should be clear… that the purpose of teaching grammar is not simply the naming of parts of speech, nor is it to provide arbitrary rules for 'correct' English. It is about making children aware of key grammatical principles and their effects, to increase the range of choices open to them when they write.'

Grammar for Writing

Practical Games and Strategies to help support your child at home

When children are writing, it is important to discuss grammatical terms as they arise and question children how they have constructed their sentences and why. Furthermore, it is important that children begin to think carefully about the vocabulary that they choose and the effect that it has on the reader. Even before children learn to read and write, they can learn to use correct grammar and syntax. Having a grasp of grammar and syntax will help your child with reading comprehension and writing competence.

Here are some strategies to use with children at home to help improve their use of grammar and syntax:

- Use correct grammar and syntax when speaking or responding to your child. Don't focus too much on correcting your child but respond in the correct grammatical way. For example, if your child says, "Her hitted me!" you should respond, "Did she hit you?"

- Always respond as an adult. Don't use baby talk.

- Play sentence games. Cut pictures of everyday items from magazines, paste them on cards, and have the child give a sentence verbally describing the object to the other players for them to guess the item. ("It has icing you can eat and candles that tell how old you are.")

- Cut simple scenes from magazines and glue them on cards. Give the child open-ended prompts, and have the child complete your prompts verbally or write sentences. (Picture of dog playing catch with his owner –"What is/was the dog/owner doing?" "The dog is/ was/will…, His owner is/was..., The ball is/was…"-this gives the child opportunities to use the correct form/forms of the verbs.)

- Cut out cartoon frames from newspaper comics and glue them to cards. Add a cartoon speech bubble to the cards and have the child write what the character(s) is saying, or have him/her tell you verbally. Ask questions about the cartoons that prompt the child to use different forms of the verb. "What do you think he is saying? What was he saying? What do you think he will say? Where are they going? Where have they been? Where are they?"

- Write words on note cards – Sentence Scramble. Pick words that make a complete sentence/question and scramble them (include the punctuation mark). Has your child organised the words into a sentence/question that makes sense?

- Use everyday objects around the house to teach plurals. "I have a spoon. You have two spoons."