

Grammatical Terms/Word Classes/Features of Sentences –Year 6

Nouns	
Term	Definition
Noun	A noun is a 'naming' word: a word used for naming an animal, a person, a place or a thing.
Proper noun	This is a noun used to name particular people and places: <i>Jim, Betty, London...</i> – and special 'times': <i>Monday, April, Easter...</i> A proper noun always begins with a capital letter.
Common noun	A common noun is a noun that is used to name everyday things: <i>cars, toothbrushes, trees...</i> – and kinds of people: <i>man, woman, child, dad, aunty ...</i>
Collective noun	This is a noun that describes a group or collection of people or things: <i>army, bunch, team, swarm, flock ...</i>
Abstract noun	An abstract noun describes things that cannot actually be seen, heard, smelt, felt or tasted: <i>sleep, honesty, boredom, freedom, power, love, anger ...</i>
Adjectives	
Term	Definition
Adjective	An adjective is a 'describing' word: it is a word used to describe (or tell you more about) a noun. <u>Example</u> : The burglar was wearing a black jacket, a furry hat and a large mask over his face. (The words in bold tell us more about the noun that follows) An adjective usually comes before a noun but sometimes it can be separated from its noun and come afterwards (e.g.: Ben looked frightened ; the dog was very fierce)
Adjectives of number or quantity	e.g. much, more, most, little, some, any, enough ... These answer the question: How much? <u>Example</u> : She invited five friends for breakfast; she did not have any food left

Verbs	
Term	Definition
Verb	<p>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>.</p> <p>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)</p>
Modal verb	<p>Modal verbs add meaning to the main verb</p> <p>E.g. will, shall, can, should, could, would, must</p>
Auxiliary verb Perfect and progressive tense	<p>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 (progressive verbs) and the verb to have (perfect verbs). These 'helping' verbs are called auxiliary verbs and can help us to form tenses.</p> <p>Auxiliary verbs for 'to have' include: have, had, hasn't, has, will have, will not have. E.g. The girl had kicked the ball. (past perfect) The girl has kicked the ball. (present perfect) I have arrived. (present perfect)</p> <p>Auxiliary verbs for 'to be' include: am, are, is, was, were, E.g. The girl is kicking the ball. (present progressive) The girl was kicking the ball. (past progressive) We are waiting. (present progressive)</p>
Adverbs	
Term	Definition
Adverb	<p>An adverb tells you more about the verb (it 'adds' to the verb). It nearly always answers the questions: How? When? Where? or How often?</p> <p>Many adverbs which tell us how end in -ly and come from adjectives: <u>E.g.</u> <i>soft – softly; slow – slowly</i>.</p> <p>Other adverbs tell us when <u>E.g.</u> <i>yesterday, soon, often</i>; where <u>E.g.</u> <i>below, downstairs, everywhere</i>; how often <u>E.g.</u> <i>frequently, sometimes, never</i>;</p>
Adverb or Adjective?	<p>Some words can be either adverbs or adjectives depending on what they do in a sentence, e.g. <i>fast, hard, late</i>.</p> <p>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.</p> <p><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></p>

Pronouns	
Term	Definition
Pronoun	<p>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')</p> <p>We use pronouns so that we do not have to repeat the same nouns over again.</p> <p>Have a look at the following sentence: When Barnaby stroked the cat and listened to the cat purring softly, Barnaby felt calm and peaceful.</p> <p>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.</p> <p>E.g. singular : <i>I, you, me, he, she, it, you, him, her, mine, yours, his, hers, its</i> plural : <i>we, they, us, them, ours, yours, theirs</i></p>
Possessive pronouns	<p>Possessive pronouns demonstrate ownership.</p> <p>E.g. <i>my, mine, our, ours, its, his, her, hers, their, theirs, your and yours</i></p>
Other word classes and grammatical terms	
Term	Definition
Prepositions	<p>Prepositions are words which show the relationship of one thing to another.</p> <p><u>Examples:</u> Tom jumped over the cat. The monkey is in the tree.</p> <p>Other examples of prepositions include: <i>up, across, into, past, under, below, above ...</i></p> <p>They are usually followed by a noun not a clause.</p> <p>E.g. I went to the park before my tea. (Preposition) I went to the park before I ate my tea. (NOT a preposition because I ate my tea is a clause)</p>
Coordinating conjunctions	<p>Conjunctions (Connectives) join together clauses. 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 and bought a box of chocolates.</u></p> <p>Other coordinating conjunctions include: <i>but, and, so, either, or, nor ...</i></p>
Subordinating conjunctions	<p>Subordinating conjunctions link a main (independent) clause with a subordinate (dependent) clause (a clause which does not make sense on its own).</p> <p>Example: When we got home, we were hungry. We were hungry because we hadn't eaten all day.</p> <p>Other subordinating connectives include: <i>if, while, after, until, before, although...</i></p>
Determiners	<p>Determiners are words which specify which noun we mean. They come before the noun and may be before any adjectives or other describing phrases.</p> <p>Other examples include: that small book, one bad egg, his own name, some flowers, their coats.</p>

Features of sentences/Types of sentences	
Term	Definition
Statement	These are sentences which state facts. <u>e.g.</u> : It is hot. The butter is in the fridge.
Question	Questions (Interrogative sentences) are sentences which ask for an answer. <u>e.g.</u> : Are you hot? Where is the butter? How much does that coat cost?
Command	Commands (Imperative sentences) are sentences which give orders or requests. <u>e.g.</u> : Play the film. Give me a dinosaur for my birthday. Tell mum to write a list. (They contain an imperative - “bossy” - verb)
Exclamations	For the test only an exclamation begins with How or What <u>e.g.</u> : How exciting! What a lovely day! Exclamatory sentences are sentences which express a strong feeling of emotion. <u>e.g.</u> : My goodness, it’s hot! I absolutely love this film!
Clause	A clause is a group of words which contains 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.
Relative clause	A relative clause is a special type of subordinate clause which adds extra information to another noun or clause. E.g.: James, who never does his homework , is behind in his work. The ball, which had been popped , lay abandoned in the goal.
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
Adverbial	Adverbials are words, phrases or clauses that we use to add information to a verb. They act like adverbs. E.g. She laughed like a hyena . We had a sleepover last night . I’ll get some biscuits for you, when I have poured a drink . Written the other way around this is a fronted adverbial . When I have poured a drink , I’ll get some biscuits for you.
Active	When a sentence is in the active voice, the subject of the sentence carries out the action E.g. The boy scored the penalty. The cat likes to be stroked.
Passive	When a sentence is in the passive voice, the subject has an action done to them. E.g. The penalty was scored by the boy. The cat is being stroked.

Vocabulary/language strategies		
Term	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 <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>
Word groups/ Word 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.	Delicious, spacious, curious amphibious, delirious are a family of words with the "ious" sound and letter combination in common.
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. Children may also be asked to give the meaning of the root word in a word family. E.g. Port in portable, transport, import, export (Carry)	<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> unhelp <u>ful</u>
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

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	<p>More than one person, place or thing. <i>Most nouns are made into plurals by adding –s:</i> Three bike<u>s</u></p> <p><i>Some nouns ending in –o are made into plurals by adding –es:</i> Two mango<u>es</u> <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>ey</u>s</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>	

Punctuation

Term	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 every <u>M</u> onday afternoon at <u>W</u> oodley <u>P</u> rietary <u>S</u> chool. <u>I</u> n <u>J</u> anuary, the children will be visiting <u>L</u> ondon <u>Z</u> oo.
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! How amazing!
Inverted commas	<p>Punctuation marks used in pairs (" ") to indicate:</p> <ul style="list-style-type: none"> direct speech words that are defined, that follow certain phrases or that have special meaning. 	<p><i>For direct speech:</i> Janet asked, "Why can't we go today?"</p> <p><i>For words that are defined or that have special meaning:</i> 'Buch' is German for book.</p> <p>The 'free gift' actually cost us forty pounds.</p>

Apostrophes	<p>Used to show that letters have been left out (contractions)</p> <p>or to show possession (i.e. 'belonging to')</p>	<p>Contractions: <i>Is not = isn't</i> <i>Could not = couldn't</i></p> <p>Showing Possession: <i>With nouns (plural and singular) not ending in an s add 's:</i> the girl's jacket, the children's books</p> <p><i>With plural nouns ending in an s, add only the apostrophe:</i> the guards' duties, the Jones' house</p>
Commas in a list	Used between a list of three or more words to replace the word <i>and</i> for all but the last instance.	<p>Jenny's favourite subjects are maths, literacy and art.</p> <p>Joe, Evan and Mike were chosen to sing at the service.</p> <p>The giant had a large head, hairy ears and two big, beady eyes.</p>
Commas to mark phrases or clauses	<p><i>To indicate contrast:</i></p> <p><i>Where the phrase (embedded clause) could be in brackets:</i></p> <p><i>Where the phrase adds relevant information:</i></p> <p><i>To mark a subordinate clause:</i></p> <p><i>Introductory or opening phrases:</i></p>	<p>The snake was brown, not green, and it was quite small.</p> <p>The recipe, which we hadn't tried before, is very easy to follow.</p> <p>Mr Hardy, aged 68, ran his first marathon five years ago.</p> <p>If at first you don't succeed, try again. Though the snake was small, I still feared for my life.</p> <p>In general, sixty-eight is quite old to run a marathon. On the whole, snakes only attack when riled.</p>
Hyphens	<p>Punctuation to join one or more words together</p> <p>Can be used to avoid ambiguity</p>	<p><i>E.g. happy-go-lucky</i></p> <p><i>Eg man-eating tiger or man eating tiger</i></p>
Parenthesis	We use parenthesis to add extra detail to a sentence which is already grammatically correct without it. We can use brackets, dashes or commas to separate the additional information from the main sentence.	<p>Brackets: Mrs Jones (my teacher) works in Year 6.</p> <p>Dashes: Mrs Jones - my teacher- works in Year 6.</p> <p>Commas: Mrs Jones, my teacher, works in Year 6.</p>

Brackets	Used for additional information or explanation.	<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>
Ellipsis	<p>Used to indicate a pause in speech</p> <p>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>
Colons	<p>Used before a list or quote</p> <p>Used to provide an explanation it can sometimes replace the word because.</p>	<p><i>Before a list:</i> I could only find three of the ingredients: sugar, flour and coconut.</p> <p><i>Before a line of speech:</i> Tom told our reporter: "I wish I had been able to catch the thief"</p> <p>My favourite colour is blue: it is the colour of my favourite football team. It is a big house: there are six bedrooms all with their own bathroom.</p>
Semi-colons	<p>Used in place of a coordinating conjunction. Shows thoughts on either side of it are balanced and connected.</p> <p>It can also separate words or items within a list.</p>	<p><i>To link two separate sentences that are closely related:</i> The children came home today; they had been away for a week.</p> <p><i>In a list:</i> You will need these items: scales to weigh the flour and the cocoa powder; a sieve to sift the dry ingredients; a knife to chop the banana; and a bowl to mix everything in.</p>