

Grammar Terminology:

What your children know and need to know.

In September 2014, the National Curriculum experienced a huge shake up across all subjects. Objectives and skills were moved between year groups and the emphasis and weighing of certain skills also changed.

In English, there is now a greater emphasis on handwriting, grammar and punctuation than the previous curriculum.

Below, you will find a list of terminology the children are expected to know by certain year groups. Not only do the children need to know the names, but they need to be able to apply and identify them in context.

The bands represent the year group that these grammar skills will typically be taught. Each grammar skill is a non-negotiable, meaning that the children will not be able to move out of the corresponding band until they know and can apply these skills.

Year 1		
Letter	The children should be able to identify the letters of the alphabet and know that they are grouped to make words.	
Word		
Capital letter	The children need to be able to read and write the capitals for all letters in the alphabet. At this stage they need to know that they are used at the beginning of a sentence.	
Singular	Words that show that there is only one of these nouns.	<i>Dog, box, mouse, sheep.</i> <i>There is only one dog, one box, one mouse and one sheep.</i>
Plural	A change in a word to show that there is more than one of the noun. This is usually done by adding a suffix on the end of the word (-s or -es) but there are a few exceptions to the rule.	<i>Dog becomes dogs</i> <i>Box becomes boxes</i> <i>Mouse becomes mice</i> <i>Sheep remains as sheep</i>
Sentence	A group of words grouped together, start with a capital letter, finish with a full stop and make sense on their own. There are many different types of sentence (statement, question, exclamation and command. These are taught in Band 2). The sentence may also be constructed in different ways, all of which are taught in later bands.	<i>I ran downstairs.</i> <i>I ran downstairs and gave the dog a hug.</i>

Punctuation	At this stage, the children need to know the term 'punctuation' as marks that give extra detail about a sentence and show when a sentence is finished. In reading, the children will come across speech punctuation but that is not a requirement within this band for writing.	
Full stop .	Marks the end of a sentence.	A full stop finishes each thought.
Question mark ?	Marks the end of a question sentence.	What are we doing next?
Exclamation mark !	Marks the end of a sentence which suggests anger, shock or high volume.	Wow! I told you to stop! This is so exciting!
Year 2		
Noun	These are usually described as 'naming words' because they name people, places and 'things'.	<i>The large <u>dog</u> slept silently in her <u>basket</u>.</i>
Noun phrase	This is where a phrase begins with a noun.	<i><u>Adult tigers</u> are under threat.</i>
Statement	A definite or clear expression of something in speech or writing.	<i>Outwoods Edge is a Primary School in Loughborough.</i>
Question	A word or sentence said/written to gain an answer.	<i>Can you tell me the way to the cinema?</i>
Exclamation	A sudden cry or remark expressing surprise, strong emotion or pain.	<i>That is completely amazing!</i>
Command	A sentence that tells someone to do something. These are often (but not always) urgent or angry.	<i>Go and get us both a cake from the shop.</i>
Compound	Compound words contain two root words put together Compound sentences combine two main clauses, usually with a conjunction.	<i>Blackbird, daydream, outgrow. He ran outside <u>and</u> slammed the door behind him.</i>
Suffix	These are different endings that you can add onto a root word.	<i>-ed, -ly, -ing, -er, -ise, -ish. Call becomes called Small becomes smaller Find becomes finding</i>
Adjective	These are commonly explained as 'describing words', used before a noun to make its meaning more specific.	<i>Her <u>gnarled</u> hands gripped the wand.</i>
Adverb	These are commonly explained as 'describing a verb/action'. Also, these words often end in -ly.	<i><u>Stealthily</u> he crept towards the door. She kicked the ball <u>powerfully</u> towards the goal.</i>
Verb	Verbs are often called 'doing words' as they usually relate to actions. It is worth pointing out that verbs are tightly connected to tenses.	<i>He <u>jogged</u> up and down the road.</i>



Tense (past and present)	These are verb changes to determine a change in time.	<i>[Past] She <u>wrote</u> on the board.</i> <i>[Present] She is <u>writing</u> on the board.</i> <i>[Future] She will <u>write</u> on the board.</i>
Apostrophe	These have two different uses. They either mark the place of missing letters in contractions. or the mark possessives (when something belongs to someone)	<i>they're, won't, I'm</i> <i><u>Hannah's</u> pencil case.</i>
Comma	A piece of punctuation that is used to either to separate items within a list, or to mark clauses within a sentence.	He bought some tomatoes, <u>lettuce</u> , peppers and cheese. Standing at the top of the hill, James surveyed the land in front of him.
Year 3		
Preposition	These often describe locations or directions, but can describe other things such as relations of time. There is some cross over between prepositions and conjunctions, with words such as <i>before</i> and <i>since</i> .	<i>She stood <u>between</u> the towering trees.</i> <i>I haven't seen her <u>since</u> this morning.</i> <i>He was there, <u>next to</u> the church gate.</i>
Conjunctions	These are used to link two words or phrases together. You can have <i>subordinating conjunctions</i> which introduce a subordinate clause, or you can have <i>co-ordinating conjunctions</i> which link phrases together as an equal pair.	<u>Co-ordinating conjunction:</u> <i>and, so, but, also etc.</i> <i>James is small <u>but</u> he can easily climb the wall.</i> <u>Subordinating conjunction:</u> <i>Although, even though, since, while, so that etc.</i> <i><u>Even though</u> it was cold outside, they didn't wear their coats.</i>
Word family	A way of grouping words. This can range from the meaning of the words, the type of words (noun, verb etc) or the spelling pattern.	1. Care, careful, caring, kind, nice. 2. jump, catch, sing, shout, hide. 3. cat, hat, fat, bat, acrobat.
Prefix	These are added to the beginning of a root word, changing its meaning.	<i>Dis-, in-, pre-, un-</i> <i><u>Dis</u>appear</i> <i><u>Un</u>available</i> <i><u>Pre</u>view</i>



Clause	A type of phrase including a verb. Sometimes these can be a whole sentence in themselves. These are called a <u>main clause</u> , or a <u>subordinate clause</u> (see below).	Main clause: <i>It was raining.</i>
Subordinate clause	These are clauses that we add to a <u>main clause</u> but that don't make sense on their own. They can be found at the beginning, the middle or the end of a sentence and are typically introduced by a <u>subordinating conjunction</u> .	<u>Even though it was cold outside</u> , Jimmy left without a coat. Jimmy, <u>even though it was cold outside</u> , left without a coat. Jimmy left without a coat <u>even though it was cold outside</u> .
Direct speech	These are the words that are actually spoken by someone rather than reported to have said. They are enclosed by inverted commas (speech marks) and often have a reporting verb nearby (<i>said, shouted, replied</i>)	<i>'I'm going to remember this,' announced Jade.</i>
Inverted Commas/Speech marks	In the new curriculum, speech marks are now referred to as <u>inverted commas</u> , which means that we no longer teach 66 and 99.	' ' " "
Consonant	Certain letters of the alphabet.	<i>b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x and z</i>
Vowel	Certain letters of the alphabet.	<u><i>a, e, i, o, u and y</i></u>
Consonant, consonant letter vowel, vowel letter??	Words that contain a double consonant and a double vowel sound.	Chain Chair Spoon Spain Green Glee Flee Flea Plain wheel
Year 4		
Determiner	This is a word that tells you a little more about a noun. It always comes before the noun. There are different types of these but at this stage, the children just need to know the overarching term.	<u>The</u> pupil <u>A</u> pupil <u>That</u> pupil <u>Jade's</u> parent <u>Some</u> children

Pronoun	These words take the place of nouns.	<i>I, me, he, she, herself, himself, you, it, that, they, everybody etc.</i>
Possessive pronoun	A type of pronoun that shows a possession.	<i>His, hers, theirs, mine, yours, its, ours.</i>
Adverbial	These are words or phrases that modifies or describes something about the sentence or verb. You may hear the children speak about adverbial sentence starters too, which just refers to where these phrases are places within the sentence.	<i>The bus leaves <u>in five minutes</u>.</i> <i>Adverbial starter: <u>In five minutes</u>, the bus leaves.</i>
Year 5		
Modal verb	These are used to change the meaning of other verbs. They change the meaning to suggest ability, certainty and obligation.	<i>Will, would, can, could, may, might, shall should, must, ought.</i> <i>You <u>should</u> always help your family.</i> <i>You <u>ought</u> to help your family</i> <i>You <u>must</u> help your family.</i>
Relative pronoun	A relative pronoun is used to connect a clause or phrase to a noun or pronoun .	<i>Who, which, whom, whoever, that.</i>
Relative clause	This is a special type of <u>subordinate clause</u> , starting with a relative pronoun, that changes the meaning of the noun. They may also be referred to as an <u>embedded clause</u> which was from before the 2014 curriculum.	<i>A lady <u>who works for Lego</u>, is speaking on the radio.</i>
Parenthesis	This is part of a sentence that adds extra information. We usually use brackets, dashes or commas to add this in.	<i>My brother, <u>who think's he is really cool</u>, never brushes his hair.</i> <i>My brother - <u>Jimmy</u> - never brushes his hair.</i> <i>My brother (<u>the scruffiest boy in history</u>) never brushes his hair.</i>
Brackets ()	These enclose information that clarifies something and is taught alongside <u>parenthesis</u> .	
Dash -	These are taught alongside parenthesis. We tend to choose dashes instead of commas when we want to make more of a point as they are stronger than commas.	
Cohesion	Writing is clearly organised so readers can find their way round the ideas. It includes words and phrases that act like 'signposts', helping readers	Layout devices- paragraphs, headings, subheadings, bullet points, boxed information, diagrams etc



	to follow the author's train of thought. The writing 'holds together', so that it is easy to read and understand.	Conjunctions- link ideas within a sentence. Punctuation may show links between clauses. Sentence starters such as firstly, then, after, however, consequently.
Ambiguity	Make the reader question what is happening without being explicit.	Empty words such as something, someone, somebody, it. Use sounds but do not explain what they are to begin with. Boom! Creak! The sounds came closer and closer.
Year 6		
Subject	This is the noun (person, animal, thing) that is carrying out an action and is normally found just before a verb.	<i><u>The children</u> went on a school trip.</i> <i><u>The teacher</u> finally drank her coffee.</i>
Object	This is usually a noun and usually found just after a verb It explains what the verb is acting on.	<i>The teacher finally drank <u>her coffee</u>.</i>
Active voice	The active voice is when the subject of the sentence performs and action.	<i>The school arranged a visit.</i> <i>The girl opened the present.</i>
Passive voice	In contrast to the active, the passive voice is when something happens to the subject in the sentence.	<i>The visit was arranged by the school.</i> <i>The present was opened by the girl.</i>
Synonym	When two or more words have the same or similar meanings.	<i>Talk, speak, utter.</i> <i>Old, ancient, elderly.</i>
Antonym	Two contrasting or opposite words.	<i>Hot-cold</i> <i>Light-dark</i> <i>Heavy-light</i>
Ellipsis ...	These are used with the omission of a word or phrase which is expected or predictable. It is commonly used when creating tension in writing – including cliff hangers.	<i>Frankie waved to Della and <u>she</u> watched her drive away.</i> <i>Frankie waved to Della and <u>...</u> watched her drive away.</i>
Hyphen -	A hyphen is used to join two words together creating a compound word. Note: hyphens are shorter than dashes.	<i>Ice-cream</i> <i>Auto-pilot</i>



Colon :	This is a punctuation mark that leads you to a list or a quote.	<i>To carry out this experiment, you will need: soil, a cup, water and a broad bean.</i>
Semi Colon ;	This is stronger than a comma but not as strong as a full stop (hence how it is written). They can be used to link two closely related clauses instead of using a conjunction.	<i>Jade was excited to meet the queen; she hoped she would be wearing her crown.</i>
Bullet points	These are used to: <ul style="list-style-type: none">● List equipment● List resources● List names● List questions to ask	