

Glossary of terms used in Spelling, punctuation and grammar lessons.

Year 3 and 4

<u>Word</u>	<u>Definition</u>	<u>Example</u>	<u>How it could be modelled in a lesson</u>
Adjective	A word that describes a noun or a pronoun	Shiny, fragrant	Adjectives are words that describe nouns or pronouns. In other words, they describe people, places, or things.
Adverb	A word which describes how a verb action is being carried out	Noisily, quietly, extremely	Adverbs are words that tell us how, when, where, how often, or how much. An adverb can modify a verb (runs quickly), an adjective (extremely small), or another adverb (very closely).
Apostrophe for contraction	Show an omission of a letter.	Didn't, can't	<p>A contraction or omission is a shortened form of two words, where an apostrophe replaces the missing letter(s).</p> <p>For example: don't (do not) I'm (I am) nobody's (nobody is)</p> <p>Be careful with examples</p>

			<p>such as will not – won't as the spelling will also change.</p> <p>Ensure that the apostrophe replaces the letters that are omitted.</p>
Apostrophe for possession	Shows possession of an object	The books are Tim's.	<p>A possessive apostrophe is an apostrophe used to show that something belongs to someone. This is John's book. The apostrophe with the addition of the 's', shows that the book belongs to John.</p> <p>Singular possession: Shows that there is only 1 owner (singular nouns). For singular nouns, you add an apostrophe followed by an 's' to show possession (the cat's). If the noun already ends in an 's', just add the apostrophe. (James')</p> <p>Plural possession: Regular plural nouns end in an 's', you only</p>

			<p>need to add the apostrophe. The dogs' kennel. For irregular nouns, for example children, as the noun is already plural, you need to add an apostrophe then an 's' (the children's books)</p> <p>Be careful with misconceptions. You do not need an apostrophe for the possessive form of its as it is a pronoun.</p>
Command	A type of sentence which instructs or orders an action to take place. Uses an imperative verb (bossy verb)	Eat your dinner.	<p>Commands, also known as imperatives, are sentences that tell someone to do something. They often start with a verb and do not usually have a subject because it is implied as "you". They are used to give orders, make requests, give directions, or offer invitations.</p> <p>Sit down, open the door, pass the salt.</p>
Commas for fronted adverbials	To separate a fronted adverbial at the start of a sentence	In the morning, we are going on holiday.	A fronted adverbial is a word or phrase placed at the at the beginning of a sentence, used to

			<p>describe the action that follows. "In the morning," "Quickly," "After the game,"</p> <p>When an adverbial phrase is moved to the front of a sentence, it is separated from the main clause by a comma.</p>
<p>Commas for a subordinate clause at the start of a sentence.</p>	<p>To separate a subordinate clause at the start of a sentence or in the middle</p>	<p>Before going to play, you need to finish your dinner.</p>	<p>A subordinate clause is a part of a sentence that adds additional information but cannot stand alone as a complete sentence. (see clauses for more information) Although it was raining, Because she was tired,</p> <p>When a subordinate clause starts a sentence, it should be followed by a comma before the main clause.</p> <p>Be careful with ensuring that the comma comes after the whole clause and not just the conjunction!</p>

<p>Commas to separate items in a list</p>	<p>To mark items in a list</p>	<p>For dinner we will have soup, a chicken dinner and chocolate cake.</p>	<p>When we list three or more items in a list, we separate them using commas.</p> <p>I bought apples, oranges and bananas.</p> <p>As a school, we have decided to choose to not teach the Oxford comma before and or other coordinating conjunctions, however both options are accepted in the Year 6 SPaG test.</p>
<p>Co-ordinating conjunction</p>	<p>Joins two main clauses together</p>	<p>And, but, so</p>	<p>A coordinating conjunction is like a glue stick. It connects words, phrases or independent clauses of equal importance.</p> <p>To help children remember the coordinating conjunctions, we use the acronym FANBOYS: for, and, nor, but, or, yet, so.</p> <p>For – Similar to because explains a reason but joins together two independent clauses – I brought</p>

an umbrella **for** it was raining.

And – Connects two related ideas together. I went to the park **and** I played on the swings.

Nor – Connects two negative alternatives – He doesn't like spinach **nor** does he like broccoli.

But – Show contrast - I wanted to go **but** I was too tired

Or – Prevents alternatives/choices – Would you like tea **or** coffee?

Yet – shows contrast – He is small **yet** he is strong.

So – Indicated result or effect – She was hungry **so** she ate a sandwich.

<p>Clause</p>	<p>A clause is a group of words that includes a subject and a verb.</p>	<p>The dog (subject) barks (verb) when the postman (subject) arrives (verb).</p>	<p>In a main or independent clause, a subject and verb is needed. However, the sentence must make sense by itself 'The dog barks.' Is independent because it is a stand-alone sentence. In this sentence, there is also a subordinate or dependent clause. This still requires a subject and a verb. This means it cannot stand alone.</p>
<p>Determiners</p>	<p>A determiner is a word that introduces a noun and provides context to that noun, often in terms of quantity, definiteness, possession, or specificity.</p>	<p>A ball, An umbrella, some pens, three balls.</p>	<p>A determiner can be identified by first finding the noun in the sentence. A determiner is used to introduce the noun, for example a or an. Determiners can also be used to express a quantity some or three. They can also be used to express possession his or her.</p> <p>When identifying a determiner, children need to be careful with adjectives as these will come before the noun. Proper nouns do not usually have a determiner</p>

			as they stand alone, unless it is referring to a title, for example The Great Wall of China.
Direct speech	A sentence where words are spoken and represented in inverted commas (previously known as speech marks)	<p>“Tidy your room, please,” said Mum.</p> <p>“Have you done your homework?” asked Dad.</p> <p>I asked the teacher, “What time is it?”</p>	<p>Direct speech is when someone's exact words are quoted within inverted commas. Direct speech is used to convey dialogue and reproduce what someone said exactly.</p> <p>She said, “I am hungry”. He asked, “What time is it?”</p> <p>A reporting verb is used to introduce direct speech. It helps the reader understand who is speaking and how they may be feeling. This may come before or after the direct speech. Altering the position of the reported clause should be explored in upper KS2.</p> <p>Punctuation: Reported clause at the</p>

			<p>beginning of the direct speech: He replied, “I’m doing well.”</p> <p>Reported clause at the end of the direct speech: “Please stop,” she pleaded.</p> <p>Using exclamation and question marks: She asked, “What time is it?” “I can’t believe it!” he exclaimed.</p> <p>Embedding reported clauses: “It’s getting late,” he observed, “we should go.”</p> <p>“What are you doing?” he moaned. “Hurry up or we’ll be late!”</p>
Expanded noun phrase	Includes a noun (a thing, place or person) and an adjective to describe a noun. Can use two	Spotty, black (2 adjectives) dog (noun) Beautiful	An expanded noun phrase provided additional information about a noun, such as its size, colour, shape, material. The big house. The big, old,

	<p>adjectives separated by a comma. An expanded noun phrase can also include a prepositional phrase to explain where the noun is.</p>	<p>(adjective) view (noun)</p> <p>A tree (noun) next to the house (prepositional phrase)</p> <p>The tall (adjective) girl (noun) with (adjective) hair (noun)</p>	<p>Victorian house by the river.</p> <p>An expanded noun phrase is built up by using adjectives or prepositional phrases to expand a noun phrase,</p> <p>A noun phrase needs to include a determiner (see determiners) and a noun.</p>
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First person	A sentence written to tell something from the perspective of the writer	I, me I am going to the shops	First person is a point of view where the narrator or speaker refers to themselves using pronouns like: I, me, my, we.
Fronted adverbial	Words or phrases used at the beginning of a sentence, used like adverbs to describe the action that follows.	With a happy smile, she skipped into the room.	A fronted adverbial or an adverbial phrase is a word or a phrase that adds additional information. They explain when, where how or why something happens. Before breakfast, suddenly, with determination. Adverbial phrases do not always have to go at the beginning of a sentence. If they do, they need to be marked with a comma (see commas for

			fronted adverbials).
Homophone	Words that sound the same but have different meanings.	Their, they're	Homophones are words that sound the same but have different spellings. To/two/too. These should be introduced at the beginning of a unit and used as part of the model text. Children should have the opportunity to practice these spellings daily as part of their unit spelling list.
Noun	Refers to general, non-specific people, places, things or ideas.	Table, book, board	Nouns are words that name people, places, things or ideas. Common nouns are general, they do not refer to specific names. Girl, book, city. Proper nouns (see proper nouns) Abstract nouns refer to

			<p>ideas, qualities or states rather than a concrete object. Truth, danger, happiness.</p> <p>Be careful with describing nouns as something you can touch. You cannot touch love, or a person's name.</p>
Past perfect tense	The past perfect tense is used to describe an action that was completed before another past action or event.	<p>She had already eaten when I arrived.</p> <p>They had finished their homework before they went out to play.</p>	<p>The past perfect tense is used to describe an action that was completed before another past action or event.</p> <p>Subject + had + past participle of the main verb.</p> <p>An action that occurred before another past action – She had already eaten when I</p>

			<p>arrived.</p> <p>Establishing sequence of events – They had finished their homework before they went out to play.</p> <p>Expressing regret – If I had known, I would have helped.</p>
Past progressive tense	Where something goes on for a period of time or is continuous. Usually formed by adding the suffix -ing to the verb.	I was walking in the park	<p>The past progressive tense is used to describe actions that are ongoing or in progress at a specific point in the past.</p> <p>It is formed with the past tense of 'to be' was/were and the present participle (-ing form) of the main verb.</p> <p>She was sleeping. They</p>

			were playing.
Present progressive	A tense which describes something that happened in the past, but is still happening now.	I am learning to speak French.	The present progressive tense describes actions that are happening now or around the present time. We use the present tense of 'to be' (am/is/are) and the present participle (-ing form) of the main verb. She is reading . I am reading . They are playing .

Possessive pronouns	A pronoun which shows ownership.	Mine, hers, his, ours, theirs	A possessive pronoun is used to show ownership or possession without the need for a separate noun. They replace the noun and show who something belongs to. Mine, yours, his, hers, theirs.
Preposition	A linking word in a sentence, used to show where things are in time or space.	Under, after, next, behind	Prepositions are words that show the relationship between a noun or a pronoun and other elements in a sentence. In, on, over, at, under. Types of prepositions: Location – In, on, at Direction – To, toward, from Time: Before, after, during
Present perfect tense	The present perfect tense refers to an action or state that either	I have spoken with Jason before. She has started to feel ill	The present perfect tense is used to indicate actions or states that started in

	<p>happened at an unspecified time in the past, or began in the past and continued into the present.</p>	<p>in the last few hours</p>	<p>the past and continue into the present or have just been completed recently.</p> <p>Subject + has/have + past participle of the main verb</p> <p>Started in the past and continue in the present – I have lived in this city for five years.</p> <p>Just recently completed – She has just finished her homework.</p> <p>Unspecified time period – He has read many books.</p>
<p>Proper noun</p>	<p>A noun which names a specific person, thing or a place</p>	<p>John, London, Monday</p>	<p>A proper noun is a specific name for a place, person or thing. They always begin with a capital letter. The Great Gatsby, Paris.</p>

<p>Subordinating conjunctions</p>	<p>Join a main clause to a subordinate clause</p>	<p>Because, if, before, until</p>	<p>A subordinating conjunction connects an independent clause (see clauses) with a dependent or subordinate clause (see clauses), showing the relationship between them.</p> <p>We use ISAWAWABUB to help children remember the common subordinating conjunctions. AWHITEBUS may be used for upper KS2 to show a variation in conjunctions. If using the song, ensure that children know the conjunctions.</p>

If: Indicates a condition.
If it rains, we will stay inside.

Since: Shows cause or time. **Since** you're here, let's start the meeting.

As: Indicates time or reason. **As** I was walking, I saw a cat.

When: Specifies time.

When the bell rings, the class ends.

Although: Shows contrast. **Although** it was cold, we went swimming.

While: Indicates time or contrast. **While** he was sleeping, the phone rang.

After: Specifies time.

After the movie ended, we went home.

Before: Specifies time.

			<p>Before you leave, please turn off the lights. Until: Indicates time up to a point. Wait here until I come back." Because: Shows cause. We cancelled the picnic because it was raining."</p>
Subject	The subject of the sentence is the thing or person carrying out the main action.	<u>The cow</u> ate the grass.	<p>The subject is the person, place, thing or idea that the sentence is about. It tells you who or what the sentence is talking about. The cat is sleeping.</p> <p>You can find the subject by replacing it with a pronoun. For example, in the sentence: The dog is barking, you can replace 'the dog' with</p>

			'it'.
Verb	Verbs are words that express actions or states.	Run, eat, sleep, are, is, were, was.	<p>Action verbs describe physical or mental actions, run, eat, laugh.</p> <p>The state of being verbs connects the subject of the sentence with a word or phrase that describes or identifies the subject.</p> <p>She (subject) is happy. He (subject) was a doctor.</p>

Year 3 and 4 Common Exception Words

Aa	breath	consider	enough	grammar	interest	Nn	perhaps	question	suppose
accident	breathe	continue	exercise	group	island	natural	popular	Rr	surprise
accidentally	build	Dd	experience	guard	Kk	naughty	position	recent	Tt
actual	busy	decide	experiment	guide	knowledge	notice	possess	regular	therefore
actually	business	describe	extreme	Hh	Ll	Oo	possession	reign	though
address	Cc	different	Ff	heard	learn	occasion	possible	remember	thought
although	calendar	difficult	famous	heart	length	occasionally	potatoes	Ss	through
answer	caught	disappear	favourite	height	library	often	pressure	sentence	Vv
appear	centre	Ee	February	history	Mm	opposite	probably	separate	various
arrive	century	early	forward	Ii	material	ordinary	promise	special	Ww
Bb	certain	earth	forwards	imagine	medicine	Pp	purpose	straight	weight
believe	circle	eight	fruit	increase	mention	particular	Qq	strange	woman
bicycle	complete	eighth	Gg	important	minute	peculiar	quarter	strength	women

Year 5

<p>Ambiguity</p>	<p>A sentence that could have more than one meaning. Children would normally use hyphens or commas to avoid this.</p>	<p>Let's eat Grandma. Let's eat, Grandma. Jaws is about a man- eating shark.</p>	<p>Commas, semi-colons and hyphens can be used to clarify meaning and avoid ambiguity.</p> <p>Lists – In complex lists where parenthesis is used semi-colons avoid confusion. The team members came from various cities, New York, New York; Los Angles, California; Chicago, Illinois and Miami, Florida.</p> <p>Hyphens are used to create a single meaning man-eating shark.</p>
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			To clarify meaning or allow the sentence to flow smoothly. Let's eat, grandma.
Cohesion	Cohesion means that writing is well structured with linked ideas that follow a logical pattern. Sentences and paragraphs flow smoothly and are written in the same tense, meaning the piece of writing is fluid and makes sense.	<p>Using fronted adverbials: Next, then, after to guide the reader.</p> <p>Repetition can also be used as a cohesive device to highlight or emphasise important information.</p> <p>Using pronouns in a sentence allows you to refer to a noun without having to repeat it.</p>	<p>Cohesion is the smooth flow of ideas in a piece of writing. It ensures that paragraphs and sentences are connect and organized in a way that makes the text easy to follow and understand.</p> <p>Pronouns – to avoid repetition of nouns. Ben had been riding for a while; he was very tired.</p> <p>Adverbs – to transition words and phrases and indicate relationships between ideas. To help guide the reader. However, furthermore, in</p>

			<p>addition.</p> <p>Repetition of key words – If the text is about spiders, refer to this throughout the text to connect the ideas together.</p> <p>Synonyms – to vary monotony.</p> <p>Conjunctions - see subordinating and coordinating – to vary sentence length.</p>
<p>Modal verb</p>	<p>A special verb which affects the other verb in the sentence by showing obligation, permission or possibility</p>	<p>Should Would Might May</p>	<p>Modal verb express modality – This indicates the likelihood, necessity or possibility of an action or event.</p> <p>Can, may, might, would.</p> <p>Possibility- May, might, could Certainty – Will, Must Permission – May, can</p>

Parenthesis	Adding extra information into a sentence. Usually punctuated by brackets, dashes or commas. If you take the parenthesis away, the sentence should still make sense.	My best friend (Sally) is coming to my house tomorrow.	Parenthesis uses brackets, dashes or commas to offset extra information within a sentence. Remember, when the parenthesis is taken away, the sentence should still make sense. I have three dogs (two golden retrievers and one poodle).
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Relative clauses	A relative clause gives extra information related to a previously mentioned noun or pronoun within a sentence. A relative clause always starts with a relative pronoun (who, which, that, when)	Jess, who dressed as Batman, was going to a fancy dress party.	<p>Relative clauses additional information about a noun in the main clause. To add a relative clause, you will need to identify the noun in the sentence and choose related information that you can add about that noun.</p> <p>For example: The book is old. Book is a noun.</p> <p>The book (which sat on the dusty shelf) is old.</p> <p>The relative clause comes directly after the noun and uses a relative pronoun. Which, who, that.</p>
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Second person	A sentence is written in second person if it is written from the point of view of a person being spoken to.	Using the pronoun you.	Second person is used to address the person or people being spoken to. It is used to give a command, make a request to address someone directly. You should finish your homework before dinner.
Third person	A sentence is written in the third person if it is written from the point of view of a person being spoken about.	He, she, it, they.	Third person is used to refer to someone or something other than the speaker or listener. He walks to school everyday.

Year 6

Active voice	A sentence written in the active voice has the subject of the sentence carrying out the main action.	Anna painted the house. I made a cake. I was mowing the lawn.	Active voice is where the subject of a sentence performs the action expressed by the verb. The cat chased the mouse.
Antonym	A word with the opposite meaning to another.	Good/bad Hot/cold Wise/foolish	An antonym is a word that has the opposite meaning of another word. Hot – cold, happy-sad, light – dark.
Bullet points	A way of setting out information in lists, which may be phrases, words or short sentences.	To make a cake, you will need the following: <ul style="list-style-type: none">• Flour• Butter• Sugar• Eggs	

<p>Colon</p>	<p>A punctuation mark used in a sentence to indicate that something is about to follow, such as a quotation, an example, or list.</p>	<p>I need three things from the shop: milk, eggs and bread.</p>	<p>A colon is used for several purposes in writing.</p> <p>To introduce a list – Please bring the following items to the meeting: pen, paper and your notebook.</p> <p>To provide an explanation or clarification- The was only one thing left to do: wait.</p> <p>Introducing a subtitle in a title – The Great Gatsby: A Novel of the Jazz Age.</p>
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Ellipsis	Three dots which are used to show missing words or create a pause for effect.	So... tell me what happened.	<p>An ellipsis (...) is a punctuation mark consisting of three dots used to indicate the omission of words or a pause in speech or writing.</p> <p>For trailing off - “Um...” she muttered. “I’m not sure how to answer that.”</p> <p>For dramatic effect – And then... darkness fell.</p>
Hyphen	A punctuation mark used to link and join words, and often used to reduce ambiguity in sentences.	Twenty-seven, brother-in-law, man-eating.	See ambiguity
Object	The object of a sentence is involved in the action but does	I dropped <u>my cup</u> on the floor.	The object is a noun or a pronoun that typically

	not carry it out.		receives the action of a verb. She bought a book . In this example the book is the object because it receives the action.
Passive voice	A sentence is written in passive voice when the subject is having something done to it.	The mouse was chased by the cat. The present was unwrapped by the boy.	<p>Passive voice is used when the subject of the sentence receives the action of the verb, rather than performing the action. Subject + verb form of to be (is, are, was) + past participle of the main verb + optional agent (by).</p> <p>The mouse (subject) was chased by the cat (object).</p> <p>To check if the sentence has been written in passive</p>

tense when the agent (the doer of the action) and the preposition by have not been included, we can add by zombies at the end of the sentence. If this makes sense, the sentence is in the passive tense.

The report will be submitted tomorrow.

The report will be submitted tomorrow by zombies.

This makes sense, so we know the sentence is written in the passive tense.

Semi-colon	A semi-colon can be used between two closely related independent clauses, provided that they are not already joined by a coordinating conjunction	My car is red; my friend's car is blue.	<p>A semi-colon (;) is a punctuation mark. It can be used to:</p> <p>Join independent clauses that are closely related – She finished her work; then she went for a walk.</p> <p>Separating items in a complex list (see ambiguity)</p>
Synonym	A word which has exactly or nearly the same meaning as another word.	Big/huge smart/intelligent Alike/same Scared/afraid	<p>A synonym is a word that has the same or a closely related meaning.</p> <p>Giant/huge, tired/exhausted.</p>



Years 5 and 6 Statutory Spellings



Aa

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward

Bb

bargain
bruise

Cc

category
cemetery
committee
communicate
community
competition
conscience
conscious
controversy
convenience
correspond
criticise
curiosity

Dd

definite
desperate
determined
develop
dictionary
disastrous

Ee

embarrass
environment
equipment
equipped
especially
exaggerate
excellent
existence
explanation

Ff

familiar
foreign
forty
frequently

Gg

government
guarantee

Hh

harass
hindrance

Ii

identity
immediate
immediately
individual
interfere
interrupt

Ll

language
leisure
lightning

Mm

marvellous
mischievous
muscle

Nn

necessary
neighbour
nuisance

Oo

occupy
occur
opportunity

Pp

parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation

Qq

queue

Rr

recognise
recommend
relevant
restaurant
rhyme
rhythm

Ss

sacrifice
secretary
shoulder
signature
sincere
sincerely
soldier
stomach
sufficient
suggest
symbol
system

Tt

temperature
thorough
twelfth

Vv

variety
vegetable
vehicle

Yy

yacht