**Year 6 Grammar Glossary**

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| **Active voice** | In active sentences, the thing doing the action is the subject of the sentence and the thing receiving the action is the object. Most sentences are active.  *Example:* Ben walked the dog (NOT: “The dog was walked by Ben”). Her sister baked the cake (NOT: The cake was baked by her sister). |
| **Adjective** | Used to make a noun’s meaning more specific, to modify the noun. They are sometimes called “describing words”. Adjectives can come before or after the noun. Can be formed from a verb (e.g. create – creative)  *Example:* The pupils did some good work. Their work was good. |
| **Adverb** | Used to modify a verb or an adjective, and tells you how, when or where something happens.  *Example:* He soon started snoring loudly. |
| **Antonym** | A word that means the opposite of another word.  *Example*: hot and cold; light and dark |
| **Apostrophe I’** | A punctuation mark which is used to:   1. Show omission in the place of a missing letter or letters.   *Example:* I’m going out and I won’t be long.   1. Show possession, when something belongs to somebody.   *Example:* Hannah’s mother went to town in Justin’s car.  If the word already ends in ‘s’, an apostrophe follows the ‘s’ (and sometimes another ‘s’).  *Example:* Miss Evans’ class. (Miss Evans’s class). |
| **Brackets ( )** | A punctuation mark which is used in pairs to:   1. Add information within a sentence.   *Example:* The man (who had grey hair) sat down.   1. Add information in a sentence by itself. Punctuation inside brackets.   *Example:* The man sat down. (He looked tired!) He waited for the rain to stop. |
| **Colon :** | A punctuation mark used to introduce a:   1. List.   *Example*: I need you to bring: a pen, two pencils and a ruler.   1. Quotation.   *Example:* The text explains: ‘His eyes filled with tears.’   1. Second clause.   *Example*: He was very cold: the temperature was below zero. |
| **Comma ,** | A punctuation mark showing the relationship between parts of a sentence. Also used to separate items in a list, to separate a main and subordinate clause, or to change the meaning in two sentences.  *Example*: As the skies darkened, the rain began to fall. Her long, curly, chestnut brown hair. |
| **Command** | A sentence that gives an order.  *Example:* Get my bag. Give me your book. |
| **Conjunction** | Links two words or phrases together.  *Example:* She is young but can kick the ball hard. I read because it’s relaxing. |
| **Contraction**  **(contracted form)** | Two words put together to make one shorter word with an apostrophe to show the place of missing (omitted) letters. A contraction is less formal.  *Example:* you are – you’re; did not – didn’t; she will – she’ll |
| **Co-ordinating conjunction** | A word that joins two equal words or phrases. These are often ‘and’ and ‘but’.  *Example:* Susan took the bus but Joe walked. We ate cake and drank tea. |
| **Dash -** | A punctuation mark which is used:   1. In pairs to replace brackets, to give extra information in the middle of a sentence.   *Example:* The man – who had grey hair – sat down.   1. To show an afterthought or to give extra information.   *Example:* The book was an adventure story – I loved it. |
| **Determiner** | A word that introduces a noun, such as: a, the, an, this, that, my, your, his, some, any, each.  *Example:* Pass me the book. Can you come to my house? It’s his car. |
| **Direct Speech** | Inverted commas ( “ ” ) surround words that are spoken.  Punctuation goes before the closing inverted comma.  *Example:* “Are you coming to my party?” asked Anne. |
| **Ellipsis …** | A punctuation mark which is used:   1. To show where some information has been left out.   *Example:* Nervously he turned the corner and saw…   1. When there is a pause or interruption, to create suspense.   *Example:* He held his breath… and jumped in. |
| **Exclamation mark !** | Punctuation mark used at the end of a sentence to indicate great emotion such as joy, anger, surprise.  *Example*: It was unbelievable! She couldn’t believe her eyes! |
| **Hyphen -** | A punctuation mark which links two words or parts of words to:   1. Make a single word or expression.   *Example*: well-known, co-operate, sword-fight   1. Join a prefix to a word (when a different word would be created without the hyphen).   *Example*: re-cover (not ‘recover’, which has a different meaning). |
| **Inverted commas “ ”** | A punctuation mark used in pairs to indicate the start and end of speech. Punctuation is written before the last inverted comma, e.g. ? ! , A full stop can be used inside the inverted commas if it is not followed by a ‘said’ word.  *Example*: “Be quiet!” she hissed. “Pass me that book please,” he instructed. |
| **Main clause** | A sentence with a subordinate clause also has its main clause. The main clause makes sense by itself.  *Example:* We can watch a film when we have finished.  We went to the castle after lunch. |
| **Modal verbs** | Used to change the meaning of other verbs. They express meanings such as uncertainty or possibility  *Example:* It might rain. I could work by myself. You should help your brother. |
| **Noun** | Sometimes called “naming words” because they name people, places and things. Nouns can be classified as common nouns (e.g. boy, day), proper nouns, which always have a capital letter (e.g. Tom, October), abstract nouns (e.g. sadness, love) and collective nouns, which show a group of something (e.g. herd, team, flock)  *Example:* My brother did an amazing jump on his skateboard. |
| **Noun phrase** | A phrase with a noun as its head. Adjectives can be added to the noun and they all belong to the noun phrase.  *Example:* Adult foxes can jump. (‘Adult’ describes the noun ‘foxes’).  **Expanded noun phrases** add further information to the noun phrase.  *Example*: Healthy adult foxes in this area can jump. |
| **Object** | The object is the thing being acted upon by a verb. An object is often a noun, pronoun or noun phrase that comes straight after the verb.  *Example:* The children designed puppets. (The noun ‘puppets’ is being designed.) Please pass that. (The pronoun ‘that’ is being passed.) |
| **Paragraph** | A section of a piece of writing. A new paragraph is started when there is a change in time, location or topic. A new paragraph begins on a new line with an indent. They help writers to organise their writing into clear sections and helps readers to follow the piece of writing clearly. |
| **Passive voice** | A sentence or phrase in which the subject is the person or thing being acted upon by the verb, rather than the one who performs the action.  *Example*: The dog was walked by Ben (not ‘Ben walked the dog’).  The cake was baked by her sister (not ‘Her sister baked the cake). |
| **Past progressive** | A form of the past tense using ‘was’ or ‘were’ followed by the –ing verb.  *Example:* They were running a race. (Not: They ran a race). She was baking yesterday. (Not: She baked yesterday). |
| **Perfect verbs** | Made by adding a form of ‘have’ before a verb. They have two types:   1. Present perfect verbs.   *Example:* She has been to the shop.   1. Past perfect verbs:   *Example*: I had eaten when you arrived. |
| **Prefix** | A group of letters that go at the beginning of a word to make a new word with a different (sometimes opposite) meaning, such as ‘mis’, ‘un’, ‘re’, ‘de’.  *Example:* misunderstood, defrost, rewrite, illegal, immature, untie. |
| **Preposition** | Prepositions often describe locations or directions but can also describe time.  *Example:* The cat slept on the chair. She’ll return from France in two weeks. We haven’t seen him since this morning. |
| **Prepositional phrase** | A phrase that has a preposition as its head, followed by a noun, pronoun or noun phrase.  *Example:* The cat slept on the chair. She’ll return from France in two weeks. We haven’t seen him since this morning. |
| **Plural** | More than one. A plural noun usually (but not always) has a suffix ‘s’ or ‘es’. Other times the whole word changes.  *Example:* One dog, two dogs. One box, two boxes. One mouse, two mice. |
| **Possessive pronouns** | Possessive pronouns are those that show that something belongs to a person or group of people.  *Example:* That book is mine. They are his shoes. Our class goes next. |
| **Pronoun** | Usually used in the place of nouns that have already been mentioned.  *Example:* She waved to him. It took them to the hotel. |
| **Question mark ?** | A punctuation mark used at the end of a sentence to show a question.  *Example*: Why are you late? What is your favourite colour? |
| **Quotation mark ‘.’** | Used to show words taken from texts for evidence. Single inverted commas are usually used instead of double inverted commas, to differentiate them from speech.  *Example*: The boy was ‘shaking’ and had ‘tears in his eyes’, showing he was afraid. |
| **Relative clauses** | A type of subordinate clause, often modified by using a pronoun such as ‘who’, ‘which’, ‘where’ or ‘that’ to refer back to a noun.  *Example:* That’s the boy who lives near school. (‘who’ refers to the boy). The prize that I won was a book. (‘that’ refers to the prize). |
| **Semi-colon ;** | A punctuation mark used to:   1. Separate phrases or clauses in a sentence. It is stronger than a comma but not as strong as a full stop.   *Example*: I love apples; my brother prefers pears.   1. Separate items in a list when the items are phrases or several words, not just single words.   *Example*: At the shop I need ripe, juicy tomatoes; bacon, preferably smoked; a box of healthy, fruity cereal. |
| **Standard English** | Good or correct English language use that reads well and does not contain slang words or phrases. |
| **Subject** | 1. Usually the noun doing the action (in the active form).   *Example*: John washes the dishes. (John is the subject doing the action)   1. Sometimes the noun receiving the action (in the passive form).   *Example*: The dishes are washed by John. (The dishes are receiving the action). |
| **Subjunctive form** | Uses the verbs ‘be’ or ‘were’ in a sentence. It is not commonly used because it is considered to be too formal / posh for everyday use.  *Example*: He should be given a chance. If I were you, I would think again. |
| **Subordinate clause** | A clause which is subordinate to another clause in the same sentence that adds extra information. Often a subordinate clause does not make sense by itself.  *Example:* The boy who lives on a hill is 8 years old.  She went outside to play even though it was raining. |
| **Subordinating conjunction** | A conjunction (word or words) that introduces a subordinate clause, such as: however, although, despite, even though, whilst, when, who.  *Example*: She went outside to play even though it was raining.  You can have ice cream when you have finished. |
| **Suffix** | A group of letters added to the end of an existing word to create a new word with a different meaning, such as ‘ed’, ‘er’, ‘ly’, ‘al’.  *Example:* accidental, teacher, carefully. |
| **Synonym** | A word that means the same (or almost the same) as another word.  *Example:* talk and speak; run and sprint. |
| **Verb** | Verbs name an action and usually have a tense, either present or past.  *Example:* He lives in Chester (present). She wrote a song for them (past). |