



# Year 5 and Year 6 Grammar Glossary

Dear Parents and Carers,

At the end of Key Stage 2 the children will be tested in grammar, spelling and punctuation. The grammar test will consist of 50 marks, examining a range of grammar rules the children will have learnt throughout Key Stage 2. These marks will be combined with the 20 marks from the spelling test.

This is a grammar glossary, which contains all of the grammatical terms the children are expected to identify and use within the GPS test but also in their writing.

Each term has an explanation and an example. The children will be learning and revising these terms with their teachers each week and homework will be set to support with this.

We hope that this information is useful to you and if you would like any further information, please contact one of the Year 5 and Year 6 teachers.

| Term         | Explanation   | Example   |
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| active voice | When the <b>subject</b> of the <b>verb</b> carries out an <b>action</b> . | <b>David Beckham</b> <b>scored</b> the <b>penalty</b> . |

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| adjective              | <p>A "describing word". The surest way to identify adjectives is by the ways they can be used:</p> <ul style="list-style-type: none"> <li>• before a noun, to make the noun's meaning more specific</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• after the verb to be, as its complement.</li> </ul> <p>Adjectives cannot be modified by other adjectives. This distinguishes them from nouns, which can be.</p> | <p>The pupils did some really <b>excellent</b> work. (<b>adjective</b> used before a <b>noun</b>, to modify it)</p> <p>Their work <b>was excellent</b>. (<b>adjective</b> used after the <b>verb</b> to be, as its complement)</p>   |
| adverb                 | <p>Adverbs are sometimes said to describe manner or time. This is often true, but it doesn't help to distinguish adverbs from other word classes. The surest way to identify adverbs is by the ways they can be used: they can modify a verb, an adjective, another adverb or even a whole clause.</p>  | <p>Joshua soon started <b>snoring loudly</b>. (<b>adverbs</b> modifying the <b>verbs</b> started and snoring)</p> <p>That match was <b>really</b> exciting! (<b>adverb</b> modifying the adjective exciting)</p> <p>We don't get to play games <b>very often</b>. (<b>adverb</b> modifying the other adverb, often)</p> <p><b>Fortunately</b>, it didn't rain. (<b>adverb</b> modifying the whole clause 'it didn't rain' by commenting on it)</p> |
| antonyms               | <p>Words which mean the opposite to each other.</p>   | <p>The antonym of up is down<br/>The antonym of tall is short<br/>The antonym of add is subtract</p>   |
| apostrophe             | <p>Apostrophes have two completely different uses:</p> <ul style="list-style-type: none"> <li>• showing the place of missing letters (e.g. I'm for I am)</li> <li>• marking possessives (showing missing letters)</li> </ul>  | <p><b>We're</b> going out and we'll get something to eat. (shows missing letters we are - we're)</p> <p><b>Hannah's</b> mother went to town in <b>Justin's</b> car. (marking possessives)</p>  |
| brackets (parenthesis) | <p>Punctuation used for additional information or explanation.</p>  | <p>Jamie's bike was red (bright red) with a yellow stripe.</p> <p>His first book (The Colour Of Magic) was written in 1989.</p>  |
| capital letter         | <p>A letter of the alphabet that usually differs from its corresponding lowercase letter in form and height; A, B, Q as distinguished from a, b, q.</p> <p>Used as the initial letter of a proper noun, the pronoun I and in the first word of a sentence.</p>  | <p>After school <b>Ted</b> and <b>I</b> play football in <b>Royston</b>.</p>   |

| Term | Explanation | Example |
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| colon         | Punctuation which indicates that an example, a list, or more detailed explanation follows.   | On School journey you will need to bring: a waterproof coat, wellies, warm jumpers and any medication.<br><br>Marvin was stunned: he had never seen a firework display like it!  |
| clauses       | A clause is a group of words which does contain a verb; it is part of a sentence.<br><br>There are two kinds of clauses:<br>1. A main clause (makes sense on its own) e.g.: Sue bought a new dress.<br><br>2. A subordinate clause (does not make sense on its own; it depends on the main clause for its meaning)   | Main clause: My sister is older than me.<br><br>Subordinate: My sister is older than me, <b>which is very annoying.</b>  |
| comma         | A punctuation mark (,) indicating a pause between parts of a sentence or separating items in a list.   | Tony went to the supermarket and bought tomatoes, onions, mushrooms and potatoes.<br>[note no comma before and]<br><br>Although it was late, I still wanted pizza.   |
| command       | A command is when you are telling someone to do something. Commands usually start with a verb. You should use commands when you are writing instructions telling someone how to do something.  | Fill the bath with warm water.<br>Give the dog a bath.   |
| compound      | A compound word contains at least two root words in its make-up.   | blackbird, blow-dry, whiteboard, superman inkjet, one-eyed, daydream   |
| conjunction   | A conjunction links two words or phrases together. There are two main types of conjunctions:<br><ul style="list-style-type: none"> <li>co-ordinating conjunctions (e.g. and) link two words or phrases together as an equal pair. FANBOYS is a good way to remember these.<br/>F- for<br/>A- and<br/>N- nor<br/>B- but<br/>Y- yet<br/>S- so</li> <li>subordinating conjunctions (e.g. when) introduce a subordinate clause.</li> </ul> | James bought a bat <b>and</b> ball. [links the words bat and ball as an equal pair]<br><br>Kylie is young <b>but</b> she can kick the ball hard. [links two clauses as an equal pair]<br><br>Everyone watches <b>when</b> Joe does backflips. [introduces a subordinate clause]                    |
| co-ordination | Words or phrases are coordinated if they are linked as an equal pair by a coordinating conjunction (i.e. and, but, or).  | In the examples given, the co-ordinated elements are shown in bold, and the conjunction is underlined.<br><br><b>Susan <u>and</u> Amra</b> met in a café. [links the words Susan and Amra as an equal pair]<br><b>Susan got a bus <u>but</u> Amra walked.</b> [links two clauses as an equal pair] |
| dash          | Punctuation which indicates a stronger pause than a comma. Can be used like a comma or bracket to add parenthesis.   | The woman - only 25 years old - was the first to win a gold medal for Britain.   |

| Term                     | Explanation   | Example  |
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| dialogue                 | A conversation between two or more people.  | "Who's there?" asked Marvin.<br>"Doctor", replied the mysterious man behind the door.<br>"Doctor Who?" Marvin enquired.<br>"Exactly..." came the ominous response.   |
| direct speech            | When you write down the words that have been spoken and use speech marks.   | "Who's there?" said Marvin   |
| determiner               | Determiners are the most frequently used words in English. They are used with nouns to give more information about that noun - who it belongs to, how many, or sometimes to ask questions.  | There are various types of determiners:<br><b>Article:</b> a boy, an orange, the cat<br><b>Demonstratives:</b> this apple, that car, these shops, those girls<br><b>Possessives:</b> his hat, her homework, my book, their house<br><b>Quantifiers:</b> some rice, each word, every box<br><b>Numbers:</b> one chair, two dogs,<br><b>Question words:</b> which bag, what letter, whose computer |
| ellipsis                 | Punctuation used to show a pause in someone's speech or thoughts, and to build tension or show that a sentence is not finished.   | "The sight was awesome... truly amazing."  |
| exclamation mark         | A punctuation mark (!) indicating strong feelings, something unusual or high volume (shouting). Often include what, a or how.   | Stop that now!<br>What a beautiful painting!<br>How wonderful!   |
| full stop                | A punctuation mark (.) used at the end of a sentence or an abbreviation.  | English grammar has many rules and exceptions.   |
| first person             | When the writer speaks about himself or herself. Only 'I/we/me/us' are used as pronouns when writing in the first person.   | My family all went to the park.<br>We all loved it, me especially.<br>I always love the slide.   |
| future tense             | Writing about what will happen. We usually place will in front of verbs when writing in the future tense.   | Next week, Emma will be going to Secondary school. She will have to wear a blazer and tie!   |
| fronted adverbial phrase | A fronted adverbial phrase goes at the beginning of a sentence.<br><br>It describes the verb in the sentence.<br><br>It describes where, when and how something happens.  | <b>As soon as</b> the train had left the station, Tom jumped from the carriage door.<br><br><b>After</b> my tooth fell out, I went to the dentist to get a false one!  |
| homophones               | Words which sound the same but are spelt differently and have different meanings.   | Their, there, they're<br>I, eye<br>Our, are<br>To, too, two  |
| hyphen                   | Punctuation which joins one or more words or adds a prefix to a word.   | Happy-go-lucky   |
| idiom                    | An idiom is an expression or 'saying' that is not taken literally.<br><br>They come from a variety of different sources; some are regional as well as historical but can be heard in everyday conversations even though on their own they don't appear to make any sense. | You look a bit under the weather today.<br><br>She's the apple of his eye.   |
| <b>Term</b>              | <b>Explanation</b>  | <b>Example</b>   |

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| noun        | <p>Nouns are sometimes called 'naming words' because they name people, places and things.</p> <p>A noun can almost always be used after determiners such as the: for example, most nouns will fit into the frame "The _____"</p> | <p>Nouns may be classified as:</p> <p><b>common</b> (e.g. boy, day),<br/> <b>proper</b> (e.g. Ivan, Monday),<br/> <b>abstract</b> (e.g. truth, danger)<br/> <b>collective</b> (e.g. flock, swarm)</p>  |
| noun phrase | <p>A noun phrase is a phrase that plays the role of a noun.</p> <p>The head word in a noun phrase will be a noun or a pronoun.</p>   | <p>Noun phrases are most often used for description and specification e.g.</p> <p>He knows <u>the back <b>streets</b></u>.<br/> I've met <u>the last remaining <b>chief</b></u>.</p> <p>[Nouns in bold, noun phrases underlined.]</p>  |
| plural      | <p>More than one person, place or thing.</p> <p>A plural noun normally has a suffix -s or -es and means 'more than one'.</p>   | <p>Most nouns are made into plurals by adding -s:<br/> boy - boys<br/> pencil - pencils</p> <p>For words ending in a consonant and then -y, change -y to -i and add -es:<br/> baby - babies</p> <p>If the singular noun ends in -s, -ss, -sh, -ch, -x, or -z, add -es to the end to make it plural:<br/> bus- buses</p> <p>If the singular noun ends in -o, add -es to make it plural.<br/> tomato - tomatoes</p> <p>Most nouns ending in -f or fe change to -ves in the plural:<br/> half- halves</p> <p>There are also some exceptions to these rules.</p> <p>There are a few nouns with different morphology in the plural.<br/> woman - women<br/> mouse - mice<br/> formula - formulae</p> <p>Some plural nouns are the same as the singular.<br/> deer - deer<br/> fish - fish</p> |
| prefix      | <p>A prefix is added at the beginning of a word in order to turn it into another word.</p>   | <p><b>o</b>vertake, <b>u</b>nappealing, <b>d</b>isappear</p>   |
| paragraph   | <p>'Chunks' of related thoughts or ideas.</p> <p>They make reading easier to understand. A new paragraph usually means a change of topic, idea, time, place or argument.</p>   |  |
| <b>Term</b> | <b>Explanation</b>   | <b>Example</b>   |

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| passive voice | When a subject or verb has an action done to them.<br><br>Often, the subject is not even mentioned.   | The <b>sandwich</b> <b>was eaten</b> by the <b>teacher</b> .<br><br>A <b>window</b> <b>was smashed</b> .<br><br><b>subject verb object</b>   |
| punctuation   | Punctuation includes any conventional features of writing other than spelling and general layout.<br><br>One important role of punctuation is to indicate sentence boundaries.  |  |
| preposition   | Words which show the relationship between two things.<br><br>They often tell you where one thing is as opposed to another.  | About, above, across, after, against, along, amid, amidst, among, amongst, before, behind, below, beneath, beside, between, betwixt, beyond, by, down, during, except, for, from, in, into, near, of, off, on, over, round, since, though, till, to, towards, under, underneath, until, unto, up, upon, with, within, without.<br><br>Tom jumped over the cat.<br><br>The monkey is in the tree. |
| pronoun       | Words used to avoid repeating a noun.   | I, you, me, he, she, it, you, him, her, mine, yours, his, hers, its we, they, us, them, ours, yours, theirs  |
| question      | Use a question mark ? at the end of a sentence to show that you are asking a question.  | Why haven't you bathed the dog?  |
| question mark | A punctuation mark (?) indicating a question.   | How do we know who to call?  |
| sentence      | A sentence is a group of words which are grammatically connected to each other but not to any words outside the sentence.<br><br>The form of a sentence's main clause shows whether it is being used as a statement, a question, a command or an exclamation.<br><br>A sentence may consist of a single clause or it may contain several clauses held together by subordination or co-ordination. | You are my friend. [statement]<br><br>Are you my friend? [question]<br><br>Be my friend! [command]<br><br>What a good friend you are! [exclamation]  |
| singular      | A word or form denoting or referring to just one person or thing.   | I had one dress but Jane gave me another so now I have two dresses.  |
| statement     | A statement is a sentence that simply tells the reader something.   | The dog is dirty.  |
| subordination | A subordinate word or phrase tells us more about the meaning of the word it is subordinate to.<br><br>Subordination can be thought of as an unequal relationship between subordinate word and a main word.  | We can watch TV <b>when we've finished</b> .<br><br>(when we've finished is subordinate to watch)  |
| second person | When the writer speaks to the reader. The word 'you' is often placed before verbs.  | You are reading a SPAG Glossary and I hope you are finding it useful.  |
| <b>Term</b>   | <b>Explanation</b>  | <b>Example</b>   |

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| semi colon            | <p>Punctuation used in place of a connective.</p> <p>It separates two complete sentences which are closely related and can be used in lists of phrases.</p>  | The children came home today; they had been away for a week.   |
| suffix                | A suffix is an 'ending', used at the end of one word to turn it into another word.   | <p>success - successful teach - teacher</p> <p>small - smallest</p>  |
| synonym               | Words which have the same, or nearly the same meaning as each other.   | <p>Bad - awful, terrible, horrible</p> <p>Happy - content, joyful, pleased</p> <p>Look - watch, stare, glaze</p> <p>Walk - stroll, crawl, tread</p>  |
| tense (past, present) | <p>Verbs in the past tense are commonly used to:</p> <ul style="list-style-type: none"> <li>• talk about the past</li> <li>• talk about imagined situations</li> <li>• make a request</li> <li>• sound more polite.</li> </ul> <p>Most verbs take a suffix -ed to form their past tense, but many commonly used verbs are irregular.</p> <p>Verbs in the present tense are commonly used to:</p> <ul style="list-style-type: none"> <li>• talk about the present</li> <li>• talk about the future. They may take a suffix - s (depending on the subject).</li> </ul> | <p>Antonio <b>went</b> on holiday to Brazil.<br/>(an event in the past)</p> <p>I wish I <b>had</b> a puppy.<br/>(an imagined situation)</p> <p>I <b>was</b> hoping you'd help tomorrow.<br/>(makes an implied request sound more polite)</p> <p>Paula <b>goes</b> to the pool every day.<br/>(describes a habit that exists now)</p> <p>She <b>can</b> swim.<br/>(describes a state that is true now)</p> <p>Her friends <b>are</b> coming to join her.<br/>(describes a plan in progress now)</p> |
| third person          | <p>When the writer speaks about someone or something else.</p> <p>The pronouns 'he/she/it/they/him/her/it/them' are used when writing in the third person</p>  | He walked to the shops because he wanted to taste the new chocolate bar.   |
| verb                  | <p>Verbs are sometimes called 'doing words' because many verbs name an action that someone does; while this can be a way of recognising verbs, many verbs name states or feelings rather than actions.</p> <p>Verbs can usually have a tense, either present or past (also future).</p>  | <p>He <b>lives</b> in Birmingham.<br/>(present tense)</p> <p>The teacher <b>wrote</b> a song for the class.<br/>(past tense)</p> <p>He <b>likes</b> chocolate.<br/>(present tense; not an action)</p> <p>He <b>knew</b> my father.<br/>(past tense; not an action)</p>   |