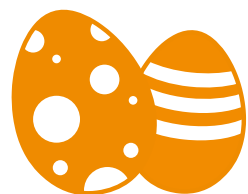


10-4-10

'10 minutes a day for ten days'

Glossary for Parents



**Easter
Revision
2017**

Grammar

| <u>Term</u> | <u>Function</u> | <u>Examples</u> |
|--------------------------|---|---|
| Active voice | <p>Where the <u>subject</u> performs the <u>action</u>.</p> <p><i>See also: passive voice</i></p> | <p>The boy <u>kicked</u> the ball. (Subject, action)</p> <p>She <u>smashed</u> the window. (Subject, action)</p> |
| Adjective | <p>A word that <u>describes a thing</u> (the <u>noun</u> or <u>pronoun</u>).</p> | <p>The <u>boy</u> is tall. (<u>noun, adjective</u>)</p> <p><u>She</u> is happier than him. (<u>pronoun, adjective</u>)</p> <p>The green <u>bird</u> is happy. (<u>noun, adjective</u>)</p> |
| Adverb | <p>A word that <u>describes or adds meaning to words other than nouns</u>.</p> <p>They often tell us how, when or where something happened.</p> | <p>He ran quickly. (adverb)</p> <p>Sometimes it rains. (adverb)</p> <p>He soon learnt how to do it. (adverb)</p> |
| Adverbial phrases | <p>A <u>group of words</u> that could be replaced with <u>one adverb</u>.</p> <p>These can go at the beginning, in the middle or at the end of a sentence.</p> | <p>The girl talked at the top of her voice. (<i>This could be replaced with the adverb 'loudly'.</i>)</p> <p>At around seven o' clock, we walked home. (<i>This could be replaced with the adverb 'later'.</i>)</p> |
| Antonyms | <p>Two words that mean the opposite of one another.</p> | <p>dark / light</p> <p>tall / short</p> <p>above / below</p> |

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| <p>Clause</p> | <p>A group of words built around a verb.</p> <p>Sentences can be made of one or more clauses.</p> <p>Main clause: This is the most important clause in a sentence. It must make sense by itself.</p> <p>Subordinate clause: This depends on the main clause to make sense. It cannot be a sentence by itself.</p> <p>Relative clause: This is a type of subordinate clause and begins with a relative pronoun, e.g. that, which, who. It tells us more about the noun.</p> | <p><u>I'll walk to the town</u>, before it gets dark. (Main clause, subordinate clause)</p> <p>As soon as he gets home, <u>we can start cooking</u>. (Subordinate clause, main clause)</p> <p><u>The man</u>, who was nearly thirty years old, <u>walked along the beach</u>. (Main clause, relative clause,)</p> |
| <p>Conjunction</p> | <p>Words that link ideas together.</p> <p>Coordinating conjunction: This links two words or phrases together as an equal pair. E.g. and, but, so, or</p> <p>Subordinating conjunction: This introduces a subordinate clause. E.g. although, because, unless, even though</p> | <p>I like vegetables and fruit. (Coordinating conjunction).</p> <p>Do you want tea or coffee? (Coordinating conjunction).</p> <p>I like pineapple, although I don't have it very often. (Subordinating conjunction).</p> <p>I don't buy strawberries, unless they are reduced. (Subordinating conjunction).</p> |
| <p>Contractions</p> | <p>Two words shortened to make one word.</p> <p>Use an apostrophe to show where letters are missing. (Not often found in formal style writing)</p> | <p>I will → I'll</p> <p>she would → she'd</p> <p>John has → John's</p> <p>will not → won't</p> |
| <p>Determiners</p> | <p>A word or words that come before a noun or noun phrase. It makes it clearer what – or how many – the noun refers to.</p> | <p>Pass me a pen.</p> <p>Pass me the pen.</p> <p>Pass me that pen.</p> <p>Pass me some pens.</p> <p>Pass me three pens.</p> |

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| <p>Direct speech</p> | <p>This is where the <u>exact words</u> that were spoken are written inside a pair of <u>inverted commas</u>.</p> <p>There is usually also a reporting clause that tells you who said / shouted (etc.) the words.</p> | <p>“Hello,” said mum. (Exact words spoken.)</p> <p>Nathan shouted, “Where are you going? We’re late!” (Exact words spoken.)</p> |
| <p>Modal verbs</p> | <p>These go before another verb and tell us how <u>possible / likely</u> something is.</p> <p>Modal verbs can indicate certainty – something is <i>definitely</i> going to happen (must, will, shall).</p> <p>Modal verbs can indicate possibility – something <i>might</i> happen (can, could, may, might, ought, should, would)</p> | <p>I will go to town. (This is a <u>certainty</u>.)</p> <p>I could go to town. (This is a <u>possibility</u>.)</p> <p>Later on, we shall go running. (This is a <u>certainty</u>.)</p> <p>Later on, we may to go to town. (This is a <u>possibility</u>.)</p> |
| <p>Noun</p> | <p>Naming words (person, animal, place, thing or idea).</p> <p>Common nouns: general names for a person, place, thing or idea. E.g. boy, town, music, happiness.</p> <p>Proper nouns: names for a specific person, place or thing. E.g. James, London, January. These always begin with a capital letter.</p> <p><i>See also: pronouns</i></p> | <p>The cat was scared of the loud music. (Common nouns)</p> <p>It is time to get some sleep. (Common nouns)</p> <p>Mr Thomas stood outside Connaught School last Friday. (Proper nouns)</p> |
| <p>Noun phrases</p> | <p>These are a <u>group of words</u> that could be replaced with <u>one noun</u>.</p> | <p>All of the small dogs raced around the park. (This could be replaced with the noun ‘dogs’.)</p> <p>Unfortunately, Simon dropped some of the fragile plates onto the floor. (This could be replaced with the noun ‘plates’.)</p> |
| <p>Object</p> | <p>This is usually the noun / noun phrase or pronoun that shows what the verb is <u>acting upon</u>.</p> <p>It usually comes straight after the verb.</p> <p><i>See also: subject</i></p> | <p>The boy <i>dropped</i> a pen. (<i>Verb, object</i>)</p> <p>He <i>drank</i> coffee. (<i>Verb, object</i>)</p> <p>Amy <i>pushed</i> it over. (<i>Verb, object</i>)</p> |

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| Passive voice | <p>Where the <u>subject</u> is having something done to it by something or someone.</p> <p>(The passive voice often uses 'by' i.e. The was..... by.....)</p> <p><i>See also: active voice</i></p> | <p>The ball <i>was kicked</i> by the boy. (<i>Action</i> before <i>agent</i>)</p> <p>The window <i>was smashed</i> by the girl. (<i>Action</i> before <i>agent</i>)</p> |
| Prefix | <p>A letter or group of letters which is added to the beginning of a root word to change its meaning.</p> | <p>do → undo</p> <p>circle → semicircle</p> <p>legal → illegal</p> |
| Prepositions | <p>Tell you where or when something is / was compared to something else.</p> | <p>He waited inside his car before going out in the rain.</p> |
| Pronoun | <p>Takes the place of a noun or noun phrase. They are often used to avoid repetition. E.g. I, me, you, he, it, we, us</p> <p>Possessive pronouns: pronouns that indicate <i>belonging</i>. E.g. mine, yours, his, hers, theirs</p> <p>Relative pronouns: introduce a relative clause. E.g. who, which, that</p> | <p>Steve left the book in Westgate. He left it there. (Pronouns)</p> <p>James and Becci read some books. They read them. (Pronouns)</p> <p>That is my book. That is mine. (Possessive pronoun)</p> <p>This pen, which has a blue lid, is brand new. (Relative pronoun)</p> |
| Sentence | <p>A sentence is made up of one or more main clauses. There are different types of sentences.</p> <p>Command: This tells someone to do something. These often start with a verb.</p> <p>Exclamation: Where you are saying something surprising or with force. These end with an exclamation mark.</p> <p>Question: This asks for information. They often start with a question word. They must end with a question mark.</p> <p>Statement: This gives information. It usually has the subject before the verb. It usually ends in a full stop.</p> | <p>Don't shout out. (Command)</p> <p>Stop doing that. (Command)</p> <p>What a surprise it was! (Exclamation)</p> <p>How amazing it is! (Exclamation)</p> <p>Is that yours? (Question)</p> <p>I'm excited, are you? (Question)</p> <p>I am hungry. (Statement)</p> <p>Next week I am going abroad. (Statement)</p> |

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| Singular and plural | <p>Most nouns have a singular and plural form – singular for ‘one’ and plural for ‘more than one’.</p> <p>Usually nouns can be changed to plural by adding ‘s’. Some words have irregular plural forms and others stay the same for singular and plural.</p> | <p>1 pot → 2 pots</p> <p>1 tooth → 2 teeth (Irregular)</p> <p>1 fish → 2 fish (No change)</p> |
| Standard English | The formal version of English. | <p>I did my homework. (NOT ‘I done’)</p> <p>We were walking home. (NOT ‘We was’)</p> |
| Subject | <p>This is usually the noun, pronoun or noun phrase that is doing what the verb says.</p> <p>It usually comes before the verb.</p> <p><i>See also: object</i></p> | <p>The boy <i>dropped</i> a pen. (Subject, verb object)</p> <p>He <i>drank</i> coffee. (Subject, verb)</p> <p>Amy <i>pushed</i> it over. (Subject, verb)</p> |
| Suffix | A letter or group of letters which is added to the end of a root word to change its meaning. | <p>do → doing</p> <p>agree → agreement</p> <p>legal → legalise</p> |
| Synonym | Two words that have a similar meaning to one another. | <p>happy / cheerful</p> <p>big / large</p> <p>angry / furious</p> |
| Verb | <p>‘Doing’ or ‘being’ words</p> <p><i>See also: modal verb</i></p> | <p>I jumped around the garden.</p> <p>I have three pens.</p> <p>She is tired but I am not.</p> |

Tenses

| <u>Term</u> | <u>Function</u> | <u>Examples</u> |
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| Future (simple) | <p>For an action which <u>will</u> happen in the <u>future</u>.</p> <p>Usually uses '<u>will</u>' and then the verb.</p> | <p>They <u>will live</u> in London.</p> <p>He <u>will walk</u> home.</p> <p>I <u>will eat</u> dinner.</p> |
| Past (simple) | <p>For an action which <u>was completed</u> in the <u>past</u>.</p> <p>Usually uses verbs with the <u>-ed</u> suffix.</p> | <p>They <u>lived</u> in London.</p> <p>He <u>walked</u> home.</p> <p>I <u>ate</u> dinner. (<i>Irregular verb</i>)</p> |
| Present (simple) | <p>For something that is happening now or generally happens frequently or regularly. Can describe habits or something that is generally true.</p> | <p>They <u>live</u> in London. (True)</p> <p>He <u>walks</u> home. (Happening now)</p> <p>I <u>eat</u> dinner. (Frequent habit)</p> <p>I <u>visit</u> Gran every Christmas. (Regular habit)</p> |
| Progressive | <p>The progressive tense is used for actions that are <u>ongoing</u>.</p> <p><u>Present progressive:</u></p> <p>Use the present form of 'to be' and the present form of the <u>main verb</u>, (an 'ing' ending).</p> <p><u>Past progressive:</u></p> <p>Use the past form of 'to be' and the present form of the <u>main verb</u>, (an 'ing' ending).</p> | <p><u>Present progressive:</u></p> <p>I <u>am walking</u>.</p> <p>She <u>is going</u>.</p> <p>They <u>are eating</u>. (<i>Irregular main verb</i>)</p> <p><u>Past progressive:</u></p> <p>I <u>was walking</u>.</p> <p>She <u>was going</u>.</p> <p>They <u>were eating</u>. (<i>Irregular main verb</i>)</p> |

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| <p>Perfect</p> | <p>The perfect tense is used for actions that started in the past and have either been completed or are continuing into the present.</p> <p><u>Present perfect:</u></p> <p>Use the <u>present</u> form of 'to have' and the <u>past</u> form of the <u>main verb</u>, (usually an 'ed' ending).</p> <p><u>Past perfect:</u></p> <p>Use the <u>past</u> form of 'to have' and the <u>past</u> form of the <u>main verb</u>, (usually an 'ed' ending).</p> | <p><u>Present perfect:</u></p> <p>I <u>have</u> walked.</p> <p>She <u>has</u> gone. (<i>Irregular main verb</i>)</p> <p>They <u>have</u> eaten. (<i>Irregular main verb</i>)</p> <p><u>Past perfect:</u></p> <p>I <u>had</u> walked.</p> <p>She <u>had</u> gone. (<i>Irregular verb</i>)</p> <p>They <u>had</u> eaten. (<i>Irregular verb</i>)</p> |
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Punctuation

| <u>Term</u> | <u>Function</u> | <u>Examples</u> |
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| Apostrophes | <p>For omission: Show you have omitted (missed out) some letters, often when joining words together. <u>See: contractions.</u></p> <p>For possession: Show that one thing belongs to another.</p> | <p>For omission:</p> <p>have not → haven't</p> <p>she will → she'll</p> <p>For possession:</p> <p>The tree's leaves. (The leaves belong to the <u>tree</u>.)</p> <p>The trees' leaves. (The leaves belong to the <u>trees</u>.)</p> |
| Brackets | <p>Used to add extra information that is not essential.</p> <p>The sentence should make sense even if the information in the brackets is ignored.</p> | <p>Mr Arnold (<i>my new neighbour</i>) <u>shouted at my cat.</u></p> <p>The tree in my garden (<i>a large oak</i>) <u>was chopped down last night.</u></p> |
| Capital letters | Used at the <u>beginning of a sentence</u> or for <u>proper nouns</u>. | Tomorrow M rs G reen is going to walk to B agshot. |
| Colons | Used before a definition or an explanation about something or to introduce a list. | <p>I know what to do: I'll use a bucket and spade. (<i>explanation</i>)</p> <p>Spiders: small black creatures with eight legs. (<i>definition</i>)</p> <p>I have three cats: Tom, Jerry and Smudge. (<i>introduce a list</i>)</p> |
| Commas | <p>1. Separate <u>items in a list</u></p> <p>2. Separate <u>parts of a sentence i.e. clauses</u>.</p> | <p>1. I need to buy flour, eggs and milk.</p> <p>2. Tom, who is my friend, met me in town.</p> |
| Dashes | Used to separate parts of a sentence. | <p>The men – all fifty of them – started to run towards the new shop.</p> <p>The girl finally arrived at my house – only one hour late!</p> |
| Exclamation marks | Show when something is <u>surprising</u> or said with <u>force</u>. | <p>Wow! That's amazing!</p> <p>Bang! That was loud!</p> |

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| Full stops | Used at the <u>end of a sentence</u>. | His name is Ben. I live in London. |
| Hyphen | Used to link two or more words together, often to make the meaning clearer. | I have five <u>ten-pound</u> notes. The <u>seven-year-old</u> boy stood up. |
| Inverted commas | Go around <u>speech</u> (what someone has said). Speech always begins with a capital letter, even if there is a <u>reporting clause</u> first (e.g. <u>Tom said</u> , "Hi."). A comma is used to introduce the speech. The <u>end punctuation</u> goes before the closing inverted commas. (e.g. "How are you?" "That's great!" shouted Amy.) | <u>"Hello,"</u> said mum. Nathan shouted, <u>"Where are you going? We're late!"</u> |
| Question marks | Show that someone has asked a <u>question</u>. | What is your name? Where are you going? |
| Semi-colons | Used to link two complete sentences on the same theme or to separate items in a complex list. | She dropped the bag; it was heavy. Mr Philips was tired; he hadn't slept well the previous night. They bought lots of things in the supermarket: fresh fruit; boxes of cereal; and some salad. |