



## G is for Grammar

### For Year 1

|                         |  |
|-------------------------|--|
| <b>Singular</b>         | When we are talking about one thing. Eg. cat, dog, boy, pencil.  |
| <b>Plural</b>           | When we are talking about more than one. Eg. cats, dogs, boys, pencils.  |
| <b>Adjective</b>        | A word to describe a noun. Eg. <u>beautiful</u> flower, <u>red</u> bag, <u>small</u> mouse.  |
| <b>Conjunction</b>      | A word that joins 2 sentences into one longer sentence. Eg. I went to the shops <u>and</u> I bought some apples. I wanted to play outside <u>but</u> it was raining. |
| <b>Prefix</b>           | A letter or group of letters added to the start of a word to change the meaning. Eg. <u>dis</u> agree, <u>im</u> possible, <u>un</u> happy.                          |
| <b>Question mark</b>    | A punctuation mark used after a question. Eg. What is your name?   |
| <b>Exclamation mark</b> | A punctuation mark used when a sentence starts off rather like a question, but a question is not being asked. Eg. <u>What</u> a surprise! <u>How</u> wonderful!      |
| <b>Compound word</b>    | A word that is made up of two smaller words. Eg. pancake = pan + cake, saucepan = sauce + pan.   |



## G is for Grammar

For Year 2 (*Terms in italics have been taught in previous year groups.*)

|                          |   |
|--------------------------|---|
| <b>Singular</b>          | <i>When we are talking about one thing. Eg. cat, dog, boy, pencil.</i>  |
| <b>Plural</b>            | <i>When we are talking about more than one. Eg. cats dogs, boys, pens.</i>  |
| <b>Adjective</b>         | <i>A word used to describe a noun. Eg. <u>beautiful</u> flower, <u>red</u> bag, <u>small</u> mouse.</i>   |
| <b>Conjunction</b>       | <i>A word that joins 2 sentences into one longer sentence. Eg. I went to the shops <u>and</u> I bought some apples. I wanted to play outside <u>but</u> it was raining.</i> |
| <b>Prefix</b>            | <i>A letter or group of letters added to the start of a word to change the meaning. Eg. <u>dis</u>agree, <u>im</u>possible, <u>un</u>happy.</i>                             |
| <b>Question mark</b>     | <i>A punctuation mark used after a question. Eg. What is your name?</i>   |
| <b>Exclamation mark</b>  | <i>A punctuation mark used when a sentence starts off rather like a question, but a question is not being asked. Eg. <u>What</u> a surprise! <u>How</u> wonderful!</i>      |
| <b>Compound word</b>     | <i>A word that is made up of two smaller words. Eg. pancake = pan + cake, saucepan = sauce + pan.</i>   |
| <b>Noun</b>              | <i>Names of people, places or things. Proper nouns need a capital letter: Mickleover, Robert.</i>   |
| <b>Noun Phrase</b>       | <i>A group of words used to tell us about the noun. Eg. The tall, clean-shaven man. Two sweet, fluffy kittens.</i>  |
| <b>Verb</b>              | <i>A 'doing' or an 'action' word. Eg. play, sing, was/were, am/are.</i>   |
| <b>Tense</b>             | <i>To tell when something is happening. Present tense = I am walking to school. Past tense: I walked to school.</i>   |
| <b>Apostrophe</b>        | <i>A punctuation mark used in place of missing letters when 2 words become 1 word. Eg. do not becomes don't, I am becomes I'm.</i>  |
| <b>Comma</b>             | <i>A punctuation mark used to: separate items in a list. Eg I like tea, coffee and hot chocolate; and to show pauses. Eg. After I brushed my teeth, I went to bed.</i>      |
| <b>Suffix</b>            | <i>A letter or group of letters added to the end of the word to change the meaning. Eg. happi<u>ness</u>, quick<u>ly</u>, colour<u>ful</u>.</i>                             |
| <b>Simple Sentence</b>   | <i>When one thing is being written. Eg. My cat is called Biff.</i>  |
| <b>Compound Sentence</b> | <i>When 2 simple sentences are joined together by adding a conjunction. Eg. Mrs Jones is a good teacher because she cares.</i>  |
| <b>Statement</b>         | <i>A sentence which provides information to the reader.</i>   |
| <b>Command</b>           | <i>When a sentence tells the reader to do something (bossy). Eg. Close the door. Mix the sugar and butter.</i>  |
| <b>Adverb</b>            | <i>A word used to describe a verb. It tells us how (when or where) something is done. Eg. He walked <u>quickly</u>. She talked <u>softly</u>.</i>                           |



## G is for Grammar

For Year 3 (*Terms in italics have been taught in previous year groups.*)

|                          |   |
|--------------------------|---|
| <b>Singular</b>          | <i>When we are talking about one thing. Eg. cat, dog, boy, pencil.</i>  |
| <b>Plural</b>            | <i>When we are talking about more than one. Eg. cats, dogs, boys, pens.</i>   |
| <b>Adjective</b>         | <i>A word used to describe a noun. Eg. <u>beautiful</u> flower, <u>red</u> bag, <u>small</u> mouse.</i>   |
| <b>Conjunction</b>       | <i>A word that joins 2 sentences into one longer sentence. Eg. I went to the shops <u>and</u> I bought some apples. I wanted to play outside <u>but</u> it was raining.</i> |
| <b>Prefix</b>            | <i>A letter or group of letters added to the start of a word to change the meaning. Eg. <u>dis</u>agree, <u>im</u>possible, <u>un</u>happy.</i>                             |
| <b>Question mark</b>     | <i>A punctuation mark used after a question. Eg. What is your name?</i>   |
| <b>Exclamation mark</b>  | <i>A punctuation mark used when a sentence starts off rather like a question, but a question is not being asked. Eg. <u>What</u> a surprise! <u>How</u> wonderful!</i>      |
| <b>Compound word</b>     | <i>A word that is made up of two smaller words. Eg. pancake = pan + cake, saucepan = sauce + pan.</i>   |
| <b>Noun</b>              | <i>Names of people, places or things. Proper nouns need a capital letter: Mickleover, Robert.</i>   |
| <b>Noun Phrase</b>       | <i>A group of words used to tell us about the noun. Eg. The tall, clean-shaven man. Two sweet, fluffy kittens.</i>  |
| <b>Verb</b>              | <i>A 'doing' or an 'action' word. Eg. play, sing, was/were, am/are.</i>   |
| <b>Tense</b>             | <i>To tell when something is happening. Present tense = I am walking to school. Past tense: I walked to school.</i>   |
| <b>Apostrophe</b>        | <i>A punctuation mark used in place of missing letters when 2 words become 1 word. Eg. do not becomes don't, I am becomes I'm.</i>  |
| <b>Comma</b>             | <i>A punctuation mark used to: separate items in a list. Eg I like tea, coffee and hot chocolate; and to show pauses. Eg. After I brushed my teeth, I went to bed.</i>      |
| <b>Suffix</b>            | <i>A letter or group of letters added to the end of the word to change the meaning. Eg. <u>happi</u>ness, <u>quickl</u>y, <u>colourf</u>ul.</i>                             |
| <b>Simple Sentence</b>   | <i>When one thing is being written. Eg. My cat is called Biff.</i>  |
| <b>Compound Sentence</b> | <i>When 2 simple sentences are joined together by adding a conjunction. Eg. Mrs Jones is a good teacher because she cares.</i>  |
| <b>Statement</b>         | <i>A sentence which provides information to the reader.</i>   |
| <b>Command</b>           | <i>When a sentence tells the reader to do something (bossy). Eg. Close the door. Mix the sugar and butter.</i>  |
| <b>Adverb</b>            | <i>A word used to describe a verb. It tells us how (when or where) something is done. Eg. He walked <u>quickly</u>. She talked <u>softly</u>.</i>                           |

|                              |   |
|------------------------------|---|
| <b>Word family</b>           | Groups of words that can be built from the same root word. Eg. friend, friendly, friendship.  |
| <b>Pronoun</b>               | A word used instead of a noun. Eg. It, he, she, me, I, we.  |
| <b>Inverted Commas</b>       | Sometimes called speech marks. They are used around the words that are spoken.  |
| <b>Direct Speech</b>         | The actual words spoken by someone. Eg. "How are you?" he asked.  |
| <b>Clause</b>                | A group of words containing a verb and a subject. A main clause makes sense on its own. Eg. I like dogs.  |
| <b>Subordinate Clause</b>    | A group of words containing a verb and a subject that does not make sense on its own. Eg. because they are cute and fluffy.                                   |
| <b>Preposition</b>           | Tells us where something is in relation to something else. Eg. The book is <u>on</u> the table. The cat is <u>under</u> the bed. (Near, behind, next to etc.) |
| <b>Paragraph</b>             | A series of related sentences around a central theme.   |
| <b>Adverbial Phrase</b>      | When more than 1 word tells us how, when or where something is done. Eg. Whilst I was a sleep.... At the end of the day...                                    |
| <b>Present Perfect Tense</b> | When has or have are used before a verb. Eg. I <u>have read</u> a book today. She <u>has given</u> me a note.   |



## G is for Grammar

For Year 4 (*Terms in italics have been taught in previous year groups.*)

|                          |   |
|--------------------------|---|
| <b>Singular</b>          | <i>When we are talking about one thing. Eg. cat, dog, boy, pencil.</i>  |
| <b>Plural</b>            | <i>When we are talking about more than one. Eg. cats, dogs, boys, pens.</i>   |
| <b>Adjective</b>         | <i>A word used to describe a noun. Eg. <u>beautiful</u> flower, <u>red</u> bag, <u>small</u> mouse.</i>   |
| <b>Conjunction</b>       | <i>A word that joins 2 sentences into one longer sentence. Eg. I went to the shops <u>and</u> I bought some apples. I wanted to play outside <u>but</u> it was raining.</i> |
| <b>Prefix</b>            | <i>A letter or group of letters added to the start of a word to change the meaning. Eg. <u>dis</u>agree, <u>im</u>possible, <u>un</u>happy.</i>                             |
| <b>Question mark</b>     | <i>A punctuation mark used after a question. Eg. What is your name?</i>   |
| <b>Exclamation mark</b>  | <i>A punctuation mark used when a sentence starts off rather like a question, but a question is not being asked. Eg. <u>What</u> a surprise! <u>How</u> wonderful!</i>      |
| <b>Compound word</b>     | <i>A word that is made up of two smaller words. Eg. pancake = pan + cake, saucepan = sauce + pan.</i>   |
| <b>Noun</b>              | <i>Names of people, places or things. Proper nouns need a capital letter: Mickleover, Robert.</i>   |
| <b>Noun Phrase</b>       | <i>A group of words used to tell us about the noun. Eg. The tall, clean-shaven man. Two sweet, fluffy kittens.</i>  |
| <b>Verb</b>              | <i>A 'doing' or an 'action' word. Eg. play, sing, was/were, am/are.</i>   |
| <b>Tense</b>             | <i>To tell when something is happening. Present tense = I am walking to school. Past tense: I walked to school.</i>   |
| <b>Apostrophe</b>        | <i>A punctuation mark used in place of missing letters when 2 words become 1 word. Eg. do not becomes don't, I am becomes I'm.</i>  |
| <b>Comma</b>             | <i>A punctuation mark used to: separate items in a list. Eg I like tea, coffee and hot chocolate; and to show pauses. Eg. After I brushed my teeth, I went to bed.</i>      |
| <b>Suffix</b>            | <i>A letter or group of letters added to the end of the word to change the meaning. Eg. <u>happi</u>ness, <u>quickl</u>y, <u>colourf</u>ul.</i>                             |
| <b>Simple Sentence</b>   | <i>When one thing is being written. Eg. My cat is called Biff.</i>  |
| <b>Compound Sentence</b> | <i>When 2 simple sentences are joined together by adding a conjunction. Eg. Mrs Jones is a good teacher because she cares.</i>  |
| <b>Statement</b>         | <i>A sentence which provides information to the reader.</i>   |
| <b>Command</b>           | <i>When a sentence tells the reader to do something (bossy). Eg. Close the door. Mix the sugar and butter.</i>  |
| <b>Adverb</b>            | <i>A word used to describe a verb. It tells us how (when or where) something is done. Eg. He walked <u>quickly</u>. She talked <u>softly</u>.</i>                           |

|                                   |  |
|-----------------------------------|--|
| <b>Word family</b>                | Groups of words that can be built from the same root word. Eg. friend, friendly, friendship.   |
| <b>Pronoun</b>                    | A word used instead of a noun. Eg. It, he, she, me, I, we.   |
| <b>Inverted Commas</b>            | Sometimes called speech marks. They are used around the words that are spoken.   |
| <b>Direct Speech</b>              | The actual words spoken by someone. Eg. "How are you?" he asked.   |
| <b>Clause</b>                     | A group of words containing a verb and a subject. A main clause makes sense on its own. Eg. I like dogs.   |
| <b>Subordinate Clause</b>         | A group of words containing a verb and a subject that does not make sense on its own. Eg. because they are cute and fluffy.  |
| <b>Preposition</b>                | Tells us where something is in relation to something else. Eg. The book is <u>on</u> the table. The cat is <u>under</u> the bed. (Near, behind, next to etc.)  |
| <b>Paragraph</b>                  | A series of related sentences around a central theme.  |
| <b>Adverbial Phrase</b>           | When more than 1 word tells us how, when or where something is done. Eg. Whilst I was a sleep.... At the end of the day..  |
| <b>Present Perfect Tense</b>      | When has or have are used before a verb. Eg. I <u>have read</u> a book today. She <u>has given</u> me a note.  |
| <b>Determiner</b>                 | A word (or words) that introduce the noun. Eg. <u>A</u> dog. <u>An</u> apple. <u>The</u> cat. <u>Some</u> trees. <u>Two</u> girls.   |
| <b>Possessive Pronoun</b>         | Used instead of a name to show what something belongs to. Eg. It is <u>his</u> . This is <u>mine</u> . We went to <u>their</u> house.  |
| <b>Relative pronoun</b>           | A word used to refer back to nouns that have already been mentioned. Eg. The dog <u>who</u> is called Jip... The shoes <u>which</u> were blue.... (Also: that, which, whose and whom.)   |
| <b>Embedded Clause</b>            | A clause used in the middle of the main clause, to separate it. When the embedded clause is removed, the sentence still makes sense. Eg. The rain, <u>although it was easing</u> , lasted all day.                                     |
| <b>Complex Sentence</b>           | Has a main clause, conjunction and a subordinate clause. Eg. I took my umbrella with me although it wasn't raining. (The conjunction can go at the start of the sentence. Eg. Although it wasn't raining, I took my umbrella with me.) |
| <b>Apostrophes for Possession</b> | A punctuation mark used to show that a noun belongs to someone or something. Eg. The <u>dog's</u> lead. The <u>children's</u> teacher.   |
| <b>Fronted Adverbials</b>         | An adverbial phrase used at the start of the sentence. Eg. Later that day.... During the concert.....  |



# G is for Grammar

For Year 5 (*Terms in italics have been taught in previous year groups.*)

|                          |   |
|--------------------------|---|
| <b>Singular</b>          | <i>When we are talking about one thing. Eg. cat, dog, boy, pencil.</i>  |
| <b>Plural</b>            | <i>When we are talking about more than one. Eg. cats, dogs, boys, pencils.</i>  |
| <b>Adjective</b>         | <i>A word used to describe a noun. Eg. <u>beautiful</u> flower, <u>red</u> bag, <u>small</u> mouse.</i>   |
| <b>Conjunction</b>       | <i>A word that joins 2 sentences into one longer sentence. Eg. I went to the shops <u>and</u> I bought some apples. I wanted to play outside <u>but</u> it was raining.</i> |
| <b>Prefix</b>            | <i>A letter or group of letters added to the start of a word to change the meaning. Eg. <u>dis</u>agree, <u>im</u>possible, <u>un</u>happy.</i>                             |
| <b>Question mark</b>     | <i>A punctuation mark used after a question. Eg. What is your name?</i>   |
| <b>Exclamation mark</b>  | <i>A punctuation mark used when a sentence starts off rather like a question, but a question is not being asked. Eg. <u>What</u> a surprise! <u>How</u> wonderful!</i>      |
| <b>Compound word</b>     | <i>A word that is made up of two smaller words. Eg. pancake = pan + cake, saucepan = sauce + pan.</i>   |
| <b>Noun</b>              | <i>Names of people, places or things. Proper nouns need a capital letter: Mickleover, Robert.</i>   |
| <b>Noun Phrase</b>       | <i>A group of words used to tell us about the noun. Eg. The tall, clean-shaven man. Two sweet, fluffy kittens.</i>  |
| <b>Verb</b>              | <i>A 'doing' or an 'action' word. Eg. play, sing, was/were, am/are.</i>   |
| <b>Tense</b>             | <i>To tell when something is happening. Present tense = I am walking to school. Past tense: I walked to school.</i>   |
| <b>Apostrophe</b>        | <i>A punctuation mark used in place of missing letters when 2 words become 1 word. Eg. do not becomes don't, I am becomes I'm.</i>  |
| <b>Comma</b>             | <i>A punctuation mark used to: separate items in a list. Eg I like tea, coffee and hot chocolate; and to show pauses. Eg. After I brushed my teeth, I went to bed.</i>      |
| <b>Suffix</b>            | <i>A letter or group of letters added to the end of the word to change the meaning. Eg. <u>happi</u>ness, <u>quickl</u>y, <u>colourf</u>ul</i>                              |
| <b>Simple Sentence</b>   | <i>When one thing is being written. Eg. My cat is called Biff.</i>  |
| <b>Compound Sentence</b> | <i>When 2 simple sentences are joined together by adding a conjunction. Eg. Mrs Jones is a good teacher because she cares.</i>  |
| <b>Statement</b>         | <i>A sentence which provides information to the reader.</i>   |
| <b>Command</b>           | <i>When a sentence tells the reader to do something (bossy). Eg. Close the door. Mix the sugar and butter.</i>  |
| <b>Adverb</b>            | <i>A word used to describe a verb. It tells us how (when or where) something is done. Eg. He walked <u>quickly</u>. She talked <u>softly</u>.</i>                           |
| <b>Word family</b>       | <i>Groups of words that can be built from the same root word. Eg. friend, friendly, friendship.</i>   |
| <b>Pronoun</b>           | <i>A word used instead of a noun. Eg. It, he, she, me, I, we.</i>   |
| <b>Inverted Commas</b>   | <i>Sometimes called speech marks. They are used around the words that are</i>   |

|                                   |  |
|-----------------------------------|--|
|                                   | <i>spoken.</i>   |
| <b>Direct Speech</b>              | <i>The actual words spoken by someone. Eg. "How are you?" he asked.</i>  |
| <b>Clause</b>                     | <i>A group of words containing a verb and a subject. A main clause makes sense on its own. Eg. I like dogs.</i>  |
| <b>Subordinate Clause</b>         | <i>A group of words containing a verb and a subject that does not make sense on its own. Eg. because they are cute and fluffy.</i>   |
| <b>Preposition</b>                | <i>Tells us where something is in relation to something else. Eg. The book is <u>on</u> the table. The cat is <u>under</u> the bed. (Near, behind, next to etc.)</i>   |
| <b>Paragraph</b>                  | <i>A series of related sentences around a central theme.</i>   |
| <b>Adverbial Phrase</b>           | <i>When more than 1 word tells us how, when or where something is done. Eg. Whilst I was a sleep.... At the end of the day...</i>  |
| <b>Present Perfect Tense</b>      | <i>When has or have are used before a verb. Eg. I <u>have read</u> a book today. She <u>has given</u> me a note.</i>   |
| <b>Determiner</b>                 | <i>A word (or words) that introduce the noun. Eg. <u>A</u> dog. <u>An</u> apple. <u>The</u> cat. <u>Some</u> trees. <u>Two</u> girls.</i>  |
| <b>Possessive Pronoun</b>         | <i>Used instead of a name to show what something belongs to. Eg. It is <u>his</u>. This is <u>mine</u>. We went to <u>their</u> house.</i>   |
| <b>Relative pronoun</b>           | <i>A word used to refer back to nouns that have already been mentioned. Eg. The dog <u>who</u> is called Jip... The shoes <u>which</u> were blue.... (Also: that, which, whose and whom.)</i>  |
| <b>Embedded Clause</b>            | <i>A clause used in the middle of the main clause, to separate it. When the embedded clause is removed, the sentence still makes sense. Eg. The rain, <u>although it was easing</u>, lasted all day.</i>   |
| <b>Complex Sentence</b>           | <i>Has a main clause, conjunction and a subordinate clause. Eg. I took my umbrella with me although it wasn't raining. (The conjunction can go at the start of the sentence. Eg. Although it wasn't raining, I took my umbrella with me.)</i>                    |
| <b>Apostrophes for Possession</b> | <i>A punctuation mark used to show that a noun belongs to someone or something. Eg. The <u>dog's</u> lead. The <u>children's</u> teacher.</i>  |
| <b>Fronted Adverbials</b>         | <i>An adverbial phrase used at the start of the sentence. Eg. Later that day.... During the concert....</i>  |
| <b>Relative Clause</b>            | <i>A subordinate clause that tells us more about the noun. (They begin with who, whose, whom, which, that.)</i>  |
| <b>Modal Verb</b>                 | <i>A word used to show possibility. Eg. must, might, will, should, could, would.</i>   |
| <b>Parenthesis</b>                | <i>Extra information given in a sentence. This could be an embedded clause (see above) or just a word or two. Eg. My dog (<u>Eddie</u>) is very good. Parenthesis can be added using commas, <b>brackets or dashes</b>.</i>                                      |
| <b>Cohesion</b>                   | <i>Year 5/6 need to use a range of devices to build cohesion within and between paragraphs. It shows an attempt to link clauses, sentences and paragraphs so that the writing flows.</i>   |
| <b>Ambiguity</b>                  | <i>Using punctuation so the meaning is clear.<br/>Eg. A <u>man eating</u> shark                      A <u>man-eating</u> shark.<br/>After they <u>left</u>, Sam, Ben and Jim went to the park.<br/>After they <u>left</u> Sam, Ben and Jim went to the park.</i> |