Term	Guidance	Example
active voice	The subject of the sentence is also the 'doer' (in contrast with the passive).	Active: *The school arranged a visit.* Passive: *A visit was arranged* by the school.
adjective	Adjectives modify a noun.	*The pupils did some good work.*
adverb	Adverbs can modify a verb, an adjective, another adverb or even a whole clause. They often explain how, when or where something this week. Preposition phrases, noun phrases and subordinate clauses can be used as adverbials.	*Usha soon started snoring loudly.* [adverbs modifying the verbs *started* and *snoring*] *That match was really exciting!* [adverb modifying the adjective *exciting*] *We don't get to play games very often.* [adverb modifying the other adverb, *often*] *Fortunately, it didn't rain.* [adverb modifying the whole clause 'it didn't rain' by commenting on it]
adverbial	An adverbial is a word or phrase that is used, like an adverb, to modify a verb or clause. Adverbs can be used as adverbials, but many other types of words and phrases can be used this way, including preposition phrases and subordinate clauses.	The *bus leaves in five minutes.* [preposition phrase as adverbial: modifies *leaves*] *She promised to see him last night.* [noun phrase modifying either *promised* or *see,* according to the intended meaning] *She worked until she had finished.* [subordinate clause as adverbial]
antonym	Words with opposite meanings.	*hot – cold* *light – dark* *light – heavy*
apostrophe	Apostrophes have two completely different uses: ▪ contractions showing the place of missing letters (e.g. *I'm* for *I am*) ▪ marking possessives (e.g. *Hannah's mother*).	*I'm going out and I won't be long.* *Hannah's mother went to town in Justin's car.*

auxiliary verb	The auxiliary verbs are: *be, have, do* and the modal verbs. They can be used to make questions and negative statements. In addition: ▪ *be* is used in the progressive and passive ▪ *have* is used in the perfect ▪ *do* is used to form questions and negative statements if no other auxiliary verb is present	*They are winning the match.* [*be* used in the progressive] *Have you finished your picture?* [*have* used to make a question, and the perfect] *No, I don't know him.* [*do* used to make a negative; no other auxiliary is present] *Will you come with me or not?*
clause	A clause is a special type of phrase which contains a verb. Clauses can sometimes be complete sentences. Clauses may be main or subordinate.	*It was raining.* [single-clause sentence] *It was raining but we were indoors.* [two finite clauses] *If you are coming to the party, please let us know.* [finite subordinate clause inside a finite main clause] *Usha went upstairs to play on her computer.* [non-finite clause]
cohesion	Cohesive devices help a text to fit together. In the example, there are repeated references to the same thing (shown by the different style pairings), and the logical relations, such as time and cause, between different parts are clear.	**A visit** has been arranged for ***Year 6***, to the Mountain Peaks Field Study Centre, leaving school at 9.30am. **This** is **an overnight visit**. The centre has beautiful grounds and *a nature trail*. During the afternoon, ***the children*** will follow *the trail*.
cohesive device	Cohesive devices are words used to show how the different parts of a text fit together. In other words, they create cohesion. Some examples of cohesive devices are: ▪ determiners and pronouns, which can refer back to earlier words ▪ conjunctions and adverbs, which can make relations between words clear ▪ ellipsis of expected words.	*Julia's dad bought her a football. The football was expensive!* [determiner; refers us back to a particular football] *Joe was given a bike for Christmas. He liked it very much.* [the pronouns refer back to Joe and the bike] *We'll be going shopping before we go to the park.* [conjunction; makes a relationship of time clear]

		I'm afraid we're going to have to wait for the next train. Meanwhile, we could have a cup of tea. [adverb; refers back to the time of waiting] *Where are you going? [_] To school!* [ellipsis of the expected words *I'm going*; links the answer back to the question]
compound	A compound word contains at least two root words; e.g. *whiteboard, superman*.	*blackbird, blow-dry, bookshop, icecream, English teacher, inkjet, one-eyed, bone-dry, baby-sit, daydream, outgrow*
conjunction	A conjunction links two words or phrases together. There are two main types of conjunctions: ▪ co-ordinating conjunctions (e.g. *and*) link two words or phrases together as an equal pair ▪ subordinating conjunctions (e.g. *when*) introduce a subordinate clause.	*James bought a bat <u>and</u> ball.* [links the words *bat* and *ball* as an equal pair] *Kylie is young <u>but</u> she can kick the ball hard.* [links two clauses as an equal pair] *Everyone watches <u>when</u> Kyle does back-flips.* [introduces a subordinate clause] *Joe can't practise kicking <u>because</u> he's injured.* [introduces a subordinate clause]
consonant	Most of the letters of the alphabet represent consonants. Only the letters *a*, *e*, *i*, *o*, *u* and *y* can represent vowel sounds.	

determiner	A determiner specifies a noun as known or unknown, and it goes before any modifiers (e.g. adjectives or other nouns). Some examples of determiners are: articles (*the*, *a* or *an*) • demonstratives (e.g. *this*, *those*) • possessives (e.g. *my*, *your*) • quantifiers (e.g. *some*, *every*).	*the home team* *a good team* *that pupil* *Julia's parents* *some big boys*
digraph	A type of grapheme where two letters represent one phoneme. Sometimes, these two letters are not next to one another; this is called a split digraph.	
ellipsis	Ellipsis is the omission of a word or phrase which is expected and predictable.	*Frankie waved to Ivana and ~~she~~ watched her drive away.* *She did it because she wanted to ~~do it~~.*
etymology	A word's etymology is its history: its origins in earlier forms of English or other languages, and how its form and meaning have changed. Many words in English have come from Greek, Latin or French.	The word *school* was borrowed from a Greek word *ó÷ïëÞ* (*skholé*) meaning 'leisure'. The word *verb* comes from Latin *verbum*, meaning 'word'. The word *mutton* comes from French *mouton*, meaning 'sheep'.
fronting, fronted **fronted adverbial**	A fronted adverbial is an adverbial which has been moved before the verb. When writing fronted phrases, we often follow them with a comma.	*Before we begin, make sure you've got a pencil.* *The day after tomorrow, I'm visiting my granddad.*
future	Future time is shown by a present-tense verb. See also tense.	*He will leave tomorrow.* *He may leave tomorrow.* *He leaves tomorrow.* *He is going to leave tomorrow.*
GPC	See grapheme-phoneme correspondences.	

grapheme	A letter, or combination of letters, that corresponds to a single phoneme within a word.	
Grapheme-phoneme correspondences	The links between letters, or combinations of letters (graphemes) and the speech sounds (phonemes) that they represent. In the English writing system, graphemes may correspond to different phonemes in different words.	The grapheme *s* corresponds to the phoneme /s/ in the word <u>s</u>ee, but… …it corresponds to the phoneme /z/ in the word ea<u>s</u>y.
homonym	Two different words are homonyms if they both look exactly the same when written, and sound exactly the same when pronounced.	*Has he <u>left</u> yet? Yes – he went through the door on the <u>left</u>.* *The noise a dog makes is called a <u>bark</u>. Trees have <u>bark</u>.*
homophone	Two different words are homophones if they sound exactly the same when pronounced.	*<u>hear</u>, <u>here</u>* *<u>some</u>, <u>sum</u>*
infinitive	Infinitives are often used: ▪ after *to* ▪ after modal verbs.	*I want to <u>walk</u>.* *I will <u>be</u> quiet.*
main clause	A main clause is a sentence contains at least one clause which is not a subordinate clause. A main clause may contain any number of subordinate clauses.	*<u>It was raining</u> but <u>the sun was shining</u>.* [two main clauses] *<u>The man **who wrote it** told me **that it was true.**</u>* [one main clause containing two subordinate clauses.] *She said, "It rained all day."* [one main clause containing another.]
modal verb	Modal verbs are used to change the meaning of other verbs. They can express meanings such as certainty, ability, or obligation. The main modal verbs are *will, would, can, could, may, might, shall, should, must* and *ought*.	*I <u>can</u> do this maths work by myself.* *This ride <u>may</u> be too scary for you!* *You <u>should</u> help your little brother.* *Is it going to rain? Yes, it <u>might</u>.*

morphology	A word's morphology is its internal make-up in terms of root words and suffixes or prefixes, as well as other kinds of change such as the change of *mouse* to *mice*. Morphology may be used to produce different inflections of the same word (e.g. *boy – boys*), or entirely new words (e.g. *boy – boyish*) belonging to the same word family. A word that contains two or more root words is a compound (e.g*. news+paper, ice+cream*).	*dogs* has the morphological makeup: *dog + s.* *unhelpfulness* has the morphological make-up: *unhelpful + ness* ▪ where *unhelpful = un + helpful* ▪ and *helpful = help + ful*
noun	Nouns lable people, places, objects, animals and ideas. They can be identified by the ways they are used after determiners. Nouns may be classified as **common** (e.g. *boy, day*) or **proper** (e.g. *Ivan*, *Wednesday*).	*Our dog bit the burglar on his behind!* *My big brother did an amazing jump on his skateboard.* *Actions speak louder than words.*
noun phrase	A noun phrase is a phrase with a noun as its head, e.g. *some foxes, foxes with bushy tails.*	*Adult foxes can jump* *Almost all healthy adult foxes in this area can jump.*
object	An object is normally a noun, pronoun or noun phrase that comes straight after the verb. Objects can be turned into the subject of a passive verb, and cannot be adjectives.	*Year 2 designed puppets.* *I like that.* *Some people suggested a pretty display.*
passive	The sentence *It was eaten by our dog* is the passive of *Our dog ate it.* A passive is recognisable from: ▪ the past participle form *eaten* ▪ the normal object (*it*) turned into the subject ▪ the normal subject (*our dog*) turned into an optional preposition phrase with *by* as its head ▪ the verb *be*(*was*), or some other verb such as *get.* Contrast active.	*A visit was arranged by the school.* *Our cat got run over by a bus.* Active versions: ▪ *The school arranged a visit.* ▪ *A bus ran over our cat.*
past tense	Verbs in the past tense are commonly used to:	*Tom and Chris showed me their new TV.* [names an event in the

	- talk about the past - talk about imagined situations - make a request sound more polite. Most verbs take a suffix –ed, to form their past tense, but many commonly-used verbs are irregular. See also tense.	past] *Antonio <u>went</u> on holiday to Brazil.* [names an event in the past; irregular past of *go*] *I wish I <u>had</u> a puppy.* [names an imagined situation, not a situation in the past] *I <u>was</u> hoping you'd help tomorrow.* [makes an implied request sound more polite]
perfect	The perfect tense is formed by: - turning the verb into its past participle inflection - adding a form of the verb *have* before it. It can also be combined with the progressive (e.g. *he has been going*).	*She <u>has downloaded</u> some songs.* [present perfect; now she has some songs] *I <u>had eaten</u> lunch when you came.* [past perfect; I wasn't hungry when you came]
phoneme	A phoneme is the smallest unit of sound that signals a distinct, contrasting meaning. For example: - /t/ contrasts with /k/ to signal the difference between *tap* and *cap* - /t/ contrasts with /l/ to signal the difference between *bought* and *ball*. It is this contrast in meaning that tells us there are two distinct phonemes at work. There are around 44 phonemes in English; the exact number depends on regional accents. A single phoneme may be represented in writing by one, two, three or four letters constituting a single grapheme.	The word *cat* has three letters and three phonemes: /kæt/ The word *catch* has five letters and three phonemes: /katʃ/ The word *caught* has six letters and three phonemes: /kɔ:t/
phrase	A phrase is a group of words that are grammatically connected. The phrase is a noun phrase if its head is a noun, a preposition phrase if its head is a preposition; but if the head is a verb, the phrase is called a clause. Phrases can be made up of other phrases.	*She waved to <u>her mother</u>.* [a noun phrase] *She waved <u>to her mother</u>.* [a preposition phrase] *<u>She waved to her mother</u>.* [a clause]

plural	A plural noun normally has a suffix – s or –es and means 'more than one'. There are a few nouns with different morphology in the plural (e.g. *mice, formulae*).	*dogs*; *boxes* *mice*
possessive	A possessive can be: ▪ a noun followed by an apostrophe, with or without *s* ▪ a possessive pronoun. A possessive may act as a determiner.	*Tariq's* book [Tariq has the book] The *boys'* arrival [the boys arrive] *His* obituary [the obituary is about him] That essay is *mine*. [I wrote the essay]
prefix	A prefix is added at the beginning of a word in order to turn it into another word. Contrast suffix.	*overtake, disappear*
preposition	A preposition links a following noun, pronoun or noun phrase to some other word in the sentence. Prepositions often describe locations or directions, but can describe other things, such as relations of time. Words like *before* or *since* can act either as prepositions or as conjunctions.	*Tom waved goodbye to Christy. She'll be back from Australia in two weeks.* *I haven't seen my dog since this morning.* Contrast: *I'm going, since no-one wants me here!* [conjunction: links two clauses]
preposition phrase	A preposition phrase has a preposition as its head.	*He was in bed.* *I met them after the party.*
present tense	Verbs in the present tense are commonly used to: ▪ talk about the present ▪ talk about the future. They may take a suffix –*s* (depending on the subject). See also tense.	*Jamal goes to the pool every day.* [describes a habit that exists now] *He can swim.* [describes a state that is true now] *The bus arrives at three.* [scheduled now] *My friends are coming to play.* [describes a plan in progress now]

progressive	The progressive (also known as the 'continuous') form of a verb generally describes events in progress. It is formed by combining the verb's present participle (e.g. *singing*) with a form of the verb *be* (e.g. *he was singing*). The progressive can also be combined with the perfect (e.g. *he has been singing*).	Michael *is singing* in the store room. [present progressive] Amanda *was making* a patchwork quilt. [past progressive] Usha *had been practising* for an hour when I called. [past perfect progressive]
pronoun	Pronouns are normally used like nouns, except that: - they are grammatically more specialised - it is harder to modify them	**Amanda** *waved to* **Michael.** **She** *waved to* **him.** **John's** *mother is over there.* **His** *mother is over there.* The **visit** *will be an overnight* **visit.** **This** *will be an overnight* **visit.** **Simon** *is the person:* **Simon** *broke it.* **He** *is the one* **who** *broke it.*
punctuation	Punctuation includes any conventional features of writing other than spelling and general layout: the standard punctuation marks . , ; : ? ! - – ( ) " " ' ' , and also word-spaces, capital letters, apostrophes, paragraph breaks and bullet points. One important role of punctuation is to indicate sentence boundaries.	*"I'm going out, Usha, and I won't be long," Mum said.*
register	Classroom lessons, football commentaries and novels use different registers of the same language, recognised by differences of vocabulary and grammar.	I regret to inform you that Mr Joseph Smith has passed away. [formal letter] Have you heard that Joe has died? [casual speech] Joe falls down and dies, centre stage. [stage direction]

relative clause	A relative clause is a special type of subordinate clause that modifies a noun. It often does this by using a relative pronoun such as *who* or *that* to refer back to that noun, though the relative pronoun *that* is often omitted.	*That's the **boy** <u>who lives near school</u>.* [*who* refers back to *boy*] *The **prize** <u>that I won</u> was a book.* [*that* refers back to *prize*] *The **prize** <u>I won</u> was a book.* [the pronoun *that* is omitted] ***Tom broke the game**, <u>which annoyed Ali</u>.* [*which* refers back to the whole clause]
root word	<u>Morphology</u> breaks words down into root words, which can stand alone, and <u>suffixes</u> or <u>prefixes</u> which can't. For example, *help* is the root word for other words in its <u>word family</u> such as *helpful* and *helpless*, and also for its <u>inflections</u> such as *helping.* <u>Compound</u> words (e.g. *helpdesk*) contain two or more root words. When looking in a dictionary, we sometimes have to look for the root word (or words) of the word we are interested in.	*<u>played</u>* [the root word is *play*] *<u>unfair</u>* [the root word is *fair*] *football* [the root words are *foot* and *ball*]
sentence	A sentence is a group of <u>words</u> which are grammatically connected to each other but not to any words outside the sentence. The form of a sentence's main clause shows whether it is being used as a statement, a question, a command or an exclamation. A sentence may consist of a single clause or it may contain several clauses held together by subordination or co-ordination.	*<u>John went to his friend's house</u>. <u>He stayed there till tea-time</u>.* *John went to his friend's house, he stayed there till tea-time.* [This is a 'comma splice', a common error in which a comma is used where either a full stop or a semi-colon is needed to indicate the lack of any grammatical connection between the two clauses.] *You are my friend.* [statement] *Are you my friend?* [question] *Be my friend!* [command] *What a good friend you are!* [exclamation] *Ali went home on his bike to his goldfish and his current library book about pets.* [single-clause sentence] *She went shopping but took back everything she had bought because she didn't like any of it.* [multi-clause sentence]
split digraph	See <u>digraph</u>.	

Standard English	Standard English can be recognised by the use of a very small range of forms such as *those books, I did it* and *I wasn't doing anything* (rather than their non-Standard equivalents. The aim of the national curriculum is that everyone should be able to use Standard English as needed in writing and in relatively formal speaking.	*I did it because they were not willing to undertake any more work on those houses.* [formal Standard English] *I did it cos they wouldn't do any more work on those houses.* [casual Standard English] *I done it cos they wouldn't do no more work on them houses.* [casual non-Standard English]
subject	The subject of a verb is normally the noun, noun phrase or pronoun that names the 'do-er' or 'be-er'. Unlike the verb's object and complement, the subject can determine the form of the verb (e.g. *I am*, *you are*).	*Rula's mother* went out. *That* is uncertain. *The children* will study the animals. Will *the children* study the animals?
subordinate, subordination	A subordinate word or phrase tells us more about the meaning of the word it is subordinate to. Subordination is much more common than the equal relationship of co-ordination. See also subordinate clause.	*big dogs* [*big* is subordinate to *dogs*] *Big dogs* need *long walks*. [*big dogs* and *long walks* are subordinate to *need*] We can watch TV *when we've finished*. [*when we've finished* is subordinate to *watch*]
subordinate clause	A clause which is subordinate to some other part of the same sentence is a subordinate clause.	*That's the street where Ben lives.* [relative clause; modifies *street*] *He watched her as she disappeared*. [adverbial; modifies *watched*] *What you said was very nice.* [acts as subject of *was*] *She noticed an hour had passed*. [acts as object of *noticed*]
suffix	A suffix is an 'ending', used at the end of one word to turn it into another word. Unlike root words, suffixes cannot stand on their own as a complete word. Contrast prefix.	*call – called teach – teacher* [turns a verb into a noun] *terror – terrorise* [turns a noun into a verb] *green – greenish* [leaves word class unchanged]

syllable	A syllable sounds like a beat in a word. Syllables consist of at least one vowel, and possibly one or more consonants.	*Cat* has one syllable. *Fairy* has two syllables. *Hippopotamus* has five syllables.
synonym	Two words are synonyms if they have the same meaning, or similar meanings. Contrast antonym.	*talk – speak* *old – elderly*
tense	In English, tense is the choice between present and past verbs, which is special because it is signalled by inflections and normally indicates differences of time. In contrast, languages like French, Spanish and Italian, have three or more distinct tense forms, including a future tense. (See also: future.) The simple tenses (present and past) may be combined in English with the perfect and progressive.	*He studies.* [present tense – present time] *He studied yesterday.* [past tense – past time] *He studies tomorrow, or else!* [present tense – future time] *He may study tomorrow.* [present tense + infinitive – future time] *He plans to study tomorrow.* [present tense + infinitive – future time] *If he studied tomorrow, he'd see the difference!* [past tense – imagined future]
trigraph	A type of grapheme where three letters represent one phoneme.	*High, pure, patch, hedge*
verb	The surest way to identify verbs is by the ways they can be used: they can usually have a tense, either present or past (see also future). Verbs express actions and states of being. Verbs can be classified in various ways: for example, as auxiliary, or modal; as transitive or intransitive; and as states or events.	*He lives in Birmingham.* [present tense] *The teacher wrote a song for the class.* [past tense] *He likes chocolate.* [present tense; not an action] *He knew my father.* [past tense; not an action]
vowel	A vowel is a speech sound which is produced without any closure or obstruction of the vocal tract. In the English writing system, the letters *a*, *e*, *i*, *o*, *u* and *y* can represent vowels.	
word	A word is a unit of grammar: it can be selected and moved around relatively independently, but cannot easily be split. In punctuation, words are normally separated by word spaces.	*headteacher* or *head teacher* *I'm* going out. *9.30 am*

word class	Every word belongs to a word class which summarises the ways in which it can be used in grammar. The major word classes for English are: noun, verb, adjective, adverb, preposition, determiner, pronoun, conjunction. Word classes are sometimes called 'parts of speech'.	
word family	The words in a word family are normally related to each other by a combination of morphology, grammar and meaning.	*teach – teacher* *extend – extent – extensive* *grammar – grammatical – grammarian*

A simplified version of The National Curriculum in England – September 2013