

English Glossary of Terms KS1

Term	Guidance	Example
adjective	<p>The surest way to identify adjectives is by the ways they can be used:</p> <ul style="list-style-type: none"> ▪ before a noun, to make the noun's meaning more specific (i.e. to <u>modify</u> the noun), or ▪ after the verb <i>be</i>, as its <u>complement</u>. <p>Adjectives cannot be modified by other adjectives. This distinguishes them from <u>nouns</u>, which can be.</p> <p>Adjectives are sometimes called 'describing words' because they pick out single characteristics such as size or colour. This is often true, but it doesn't help to distinguish adjectives from other word classes, because <u>verbs</u>, <u>nouns</u> and <u>adverbs</u> can do the same thing.</p>	<p><i>The pupils did some really <u>good</u> work.</i> [adjective used before a noun, to modify it]</p> <p><i>Their work was <u>good</u>.</i> [adjective used after the verb <i>be</i>, as its complement]</p> <p>Not adjectives: <i>The lamp <u>glowed</u>.</i> [verb] <i>It was such a <u>bright red</u>!</i> [noun] <i>He spoke <u>loudly</u>.</i> [adverb] <i>It was a <u>French grammar</u> book.</i> [noun]</p>
adverb	<p>The surest way to identify adverbs is by the ways they can be used: they can <u>modify</u> a <u>verb</u>, an <u>adjective</u>, another adverb or even a whole clause.</p> <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 that can be used as <u>adverbials</u>, such as <u>preposition phrases</u>, <u>noun phrases</u> and <u>subordinate clauses</u>.</p>	<p><i>Usha <u>soon</u> started snoring <u>loudly</u>.</i> [adverbs modifying the verbs <i>started</i> and <i>snoring</i>]</p> <p><i>That match was <u>really</u> exciting!</i> [adverb modifying the adjective <i>exciting</i>]</p> <p><i>We don't get to play games <u>very</u> often.</i> [adverb modifying the other adverb, <i>often</i>]</p> <p><i><u>Fortunately</u>, it didn't rain.</i> [adverb modifying the whole clause 'it didn't rain' by commenting on it]</p> <p>Not adverbs:</p> <ul style="list-style-type: none"> ▪ <i>Usha went <u>up the stairs</u>.</i> [preposition phrase used as adverbial] ▪ <i>She finished her work <u>this evening</u>.</i> [noun phrase used as adverbial] ▪ <i>She finished <u>when the teacher got cross</u>.</i> [subordinate clause used as adverbial]
apostrophe	<p>Apostrophes have two completely different uses:</p> <ul style="list-style-type: none"> ▪ showing the place of missing letters (e.g. <i>I'm</i> for <i>I am</i>) ▪ marking <u>possessives</u> (e.g. <i>Hannah's mother</i>). 	<p><i><u>I'm</u> going out and I <u>won't</u> be long.</i> [showing missing letters]</p> <p><i><u>Hannah's</u> mother went to town in <u>Justin's</u> car.</i> [marking possessives]</p>
compound, compounding	<p>A compound word contains at least two <u>root words</u> in its <u>morphology</u>; e.g. <i>whiteboard</i>, <i>superman</i>. Compounding is very important in English.</p>	<p><i>blackbird, blow-dry, bookshop, ice-cream, English teacher, inkjet, one-eyed, bone-dry, baby-sit, daydream, outgrow</i></p>
consonant	<p>A sound which is produced when the speaker closes off or obstructs the flow of air through the vocal tract, usually using lips, tongue or teeth.</p> <p>Most of the letters of the alphabet represent consonants. Only the letters <i>a, e, i, o, u</i> and <i>y</i> can represent <u>vowel</u> sounds.</p>	<p>/p/ [flow of air stopped by the lips, then released]</p> <p>/t/ [flow of air stopped by the tongue touching the roof of the mouth, then released]</p> <p>/f/ [flow of air obstructed by the bottom lip touching the top teeth]</p> <p>/s/ [flow of air obstructed by the tip of the tongue touching the gum line]</p>
ellipsis	<p>Ellipsis is the omission of a word or phrase which is expected and predictable.</p>	<p><i>Frankie waved to Ivana and she watched her drive away.</i></p> <p><i>She did it because she wanted to do it.</i></p>
future	<p>Reference to future time can be marked in a number of different ways in English. All these ways involve the use of a <u>present-tense verb</u>.</p>	<p><i>He <u>will leave</u> tomorrow.</i> [present-tense <i>will</i> followed by infinitive <i>leave</i>]</p> <p><i>He <u>may leave</u> tomorrow.</i> [present-tense <i>may</i></p>

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	<p>See also tense.</p> <p>Unlike many other languages (such as French, Spanish or Italian), English has no distinct 'future tense' form of the verb comparable with its present and past tenses.</p>	<p>followed by infinitive <i>leave</i>]</p> <p><i>He <u>leaves</u> tomorrow.</i> [present-tense <i>leaves</i>]</p> <p><i>He <u>is going to leave</u> tomorrow.</i> [present tense <i>is</i> followed by <i>going to</i> plus the infinitive <i>leave</i>]</p>
<p>noun</p>	<p>The surest way to identify nouns is by the ways they can be used after determiners such as <i>the</i>: for example, most nouns will fit into the frame "The ___ matters/matter."</p> <p>Nouns are sometimes called 'naming words' because they name people, places and 'things'; this is often true, but it doesn't help to distinguish nouns from other word classes. For example, prepositions can name places and verbs can name 'things' such as actions.</p> <p>Nouns may be classified as common (e.g. <i>boy, day</i>) or proper (e.g. <i>Ivan, Wednesday</i>), and also as countable (e.g. <i>thing, boy</i>) or non-countable (e.g. <i>stuff, money</i>). These classes can be recognised by the determiners they combine with.</p>	<p><i>Our <u>dog</u> bit the <u>burglar</u> on his <u>behind</u>!</i></p> <p><i>My big <u>brother</u> did an amazing <u>jump</u> on his <u>skateboard</u>.</i></p> <p><i><u>Actions</u> speak louder than <u>words</u>.</i></p> <p>Not nouns:</p> <ul style="list-style-type: none"> ▪ <i>He's <u>behind</u> you!</i> [this names a place, but is a preposition, not a noun] ▪ <i>She can <u>jump</u> so high!</i> [this names an action, but is a verb, not a noun] <p>common, countable: a <u>book</u>, <u>books</u>, two <u>chocolates</u>, one <u>day</u>, fewer <u>ideas</u></p> <p>common, non-countable: <u>money</u>, some <u>chocolate</u>, less <u>imagination</u></p> <p>proper, countable: <u>Marilyn</u>, <u>London</u>, <u>Wednesday</u></p>
<p>past tense</p>	<p>Verbs in the past tense are commonly used to:</p> <ul style="list-style-type: none"> ▪ talk about the past ▪ talk about imagined situations ▪ make a request sound more polite. <p>Most verbs take a suffix <i>-ed</i>, to form their past tense, but many commonly-used verbs are irregular.</p> <p>See also tense.</p>	<p><i>Tom and Chris <u>showed</u> me their new TV.</i> [names an event in the past]</p> <p><i>Antonio <u>went</u> on holiday to Brazil.</i> [names an event in the past; irregular past of <i>go</i>]</p> <p><i>I wish I <u>had</u> a puppy.</i> [names an imagined situation, not a situation in the past]</p> <p><i>I <u>was</u> hoping you'd help tomorrow.</i> [makes an implied request sound more polite]</p>
<p>phrase</p>	<p>A phrase is a group of words that are grammatically connected so that they stay together, and that expand a single word, called the 'head'. The phrase is a noun phrase if its head is a noun, a preposition phrase if its head is a preposition, and so on; but if the head is a verb, the phrase is called a clause. Phrases can be made up of other phrases.</p>	<p><i>She waved to <u>her mother</u>.</i> [a noun phrase, with the noun <i>mother</i> as its head]</p> <p><i>She waved <u>to her mother</u>.</i> [a preposition phrase, with the preposition <i>to</i> as its head]</p> <p><i>She waved <u>to her mother</u>.</i> [a clause, with the verb <i>waved</i> as its head]</p>
<p>plural</p>	<p>A plural noun normally has a suffix <i>-s</i> or <i>-es</i> and means 'more than one'.</p> <p>There are a few nouns with different morphology in the plural (e.g. <i>mice, formulae</i>).</p>	<p><i><u>dogs</u></i> [more than one dog]; <i><u>boxes</u></i> [more than one box]</p> <p><i><u>mice</u></i> [more than one mouse]</p>
<p>prefix</p>	<p>A prefix is added at the beginning of a word in order to turn it into another word.</p> <p>Contrast suffix.</p>	<p><i><u>overtake</u>, <u>disappear</u></i></p>
<p>present tense</p>	<p>Verbs in the present tense are commonly used to:</p> <ul style="list-style-type: none"> ▪ talk about the present ▪ talk about the future. <p>They may take a suffix <i>-s</i> (depending on the subject).</p> <p>See also tense.</p>	<p><i>Jamal <u>goes</u> to the pool every day.</i> [describes a habit that exists now]</p> <p><i>He <u>can</u> swim.</i> [describes a state that is true now]</p> <p><i>The bus <u>arrives</u> at three.</i> [scheduled now]</p> <p><i>My friends <u>are</u> coming to play.</i> [describes a plan in progress now]</p>
<p>punctuation</p>	<p>Punctuation includes any conventional features of</p>	<p><i>"<u>I'm going out</u>, Usha, and <u>I won't be long</u>," Mum</i></p>

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	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 <u>sentence</u> boundaries.	<i>said.</i>
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, <i>help</i> is the root word for other words in its <u>word family</u> such as <i>helpful</i> and <i>helpless</i> , and also for its <u>inflections</u> such as <i>helping</i> . <u>Compound</u> words (e.g. <i>help-desk</i>) 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.	<i>played</i> [the root word is <i>play</i>] <i>unfair</i> [the root word is <i>fair</i>] <i>football</i> [the root words are <i>foot</i> and <i>ball</i>]
sentence	<p>A sentence is a group of <u>words</u> which are grammatically connected to each other but not to any words outside the sentence.</p> <p>The form of a sentence's main clause shows whether it is being used as a statement, a question, a command or an exclamation.</p> <p>A sentence may consist of a single clause or it may contain several clauses held together by subordination or co-ordination. Classifying sentences as 'simple', 'complex' or 'compound' can be confusing, because a 'simple' sentence may be complicated, and a 'complex' one may be straightforward. The terms 'single-clause sentence' and 'multi-clause sentence' may be more helpful.</p>	<p><i>John went to his friend's house. He stayed there till tea-time.</i></p> <p><i>John went to his friend's house, he stayed there till tea-time.</i> [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.]</p> <p><i>You are my friend.</i> [statement] <i>Are you my friend?</i> [question] <i>Be my friend!</i> [command] <i>What a good friend you are!</i> [exclamation] <i>Ali went home on his bike to his goldfish and his current library book about pets.</i> [single-clause sentence] <i>She went shopping but took back everything she had bought because she didn't like any of it.</i> [multi-clause sentence]</p>
singular	Singular refers to just one person or thing. Contrast <u>plural</u> .	
suffix	A suffix is an 'ending', used at the end of one word to turn it into another word. Unlike <u>root words</u> , suffixes cannot stand on their own as a complete word. Contrast <u>prefix</u> .	<i>call - called</i> <i>teach - teacher</i> [turns a <u>verb</u> into a <u>noun</u>] <i>terror - terrorise</i> [turns a noun into a verb] <i>green - greenish</i> [leaves <u>word class</u> unchanged]
syllable	A syllable sounds like a beat in a <u>word</u> . Syllables consist of at least one <u>vowel</u> , and possibly one or more <u>consonants</u> .	<i>Cat</i> has one syllable. <i>Fairy</i> has two syllables. <i>Hippopotamus</i> has five syllables.
synonym	Two words are synonyms if they have the same meaning, or similar meanings. Contrast <u>antonym</u> .	<i>talk - speak</i> <i>old - elderly</i>
tense	In English, tense is the choice between <u>present</u> and <u>past verbs</u> , which is special because it is signalled by <u>inflections</u> 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: <u>future</u> .)	<i>He studies.</i> [present tense - present time] <i>He studied yesterday.</i> [past tense - past time] <i>He studies tomorrow, or else!</i> [present tense - future time] <i>He may study tomorrow.</i> [present tense +

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	The simple tenses (present and past) may be combined in English with the perfect and progressive .	infinitive - future time] <i>He <u>plans</u> to <u>study</u> tomorrow.</i> [present tense + infinitive - future time] <i>If he <u>studied</u> tomorrow, he'd see the difference!</i> [past tense - imagined future]
verb	<p>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).</p> <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, it doesn't distinguish verbs from nouns (which can also name actions). Moreover many verbs name states or feelings rather than actions.</p> <p>Verbs can be classified in various ways: for example, as auxiliary, or modal; as transitive or intransitive; and as states or events.</p>	<p><i>He <u>lives</u> in Birmingham.</i> [present tense]</p> <p><i>The teacher <u>wrote</u> a song for the class.</i> [past tense]</p> <p><i>He <u>likes</u> chocolate.</i> [present tense; not an action]</p> <p><i>He <u>knew</u> my father.</i> [past tense; not an action]</p> <p>Not verbs:</p> <ul style="list-style-type: none"> ▪ <i>The <u>walk</u> to Halina's house will take an hour.</i> [noun] ▪ <i>All that <u>surfing</u> makes Morwenna so sleepy!</i> [noun]
vowel	<p>A vowel is a speech sound which is produced without any closure or obstruction of the vocal tract.</p> <p>Vowels can form syllables by themselves, or they may combine with consonants.</p> <p>In the English writing system, the letters <i>a, e, i, o, u</i> and <i>y</i> can represent vowels.</p>	
word	<p>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.</p> <p>Sometimes, a sequence that appears grammatically to be two words is collapsed into a single written word, indicated with a hyphen or apostrophe (e.g. <i>well-built</i>, <i>he's</i>).</p>	<p><i><u>headteacher</u> or <u>head teacher</u></i> [can be written with or without a space]</p> <p><i><u>I'm</u> going out.</i></p> <p><i><u>9.30 am</u></i></p>