# Year 1 Glossary

The following glossary includes all of the technical grammatical terms taught through the national curriculum for English in year 1.

The first column indicates the year group in which the concept is first introduced. Where a circled number is recorded, children are required to know and use the terminology from that year group forwards.

| | Term | Guidance | Example |
|---|---|---|---|
| 1 ② | adjective | The surest way to identify adjectives is by the ways they can be used:<br><br>• before a noun, to make the noun's meaning more specific (i.e. to modify the noun), or<br><br>• after the verb *be*, as its complement.<br><br>Adjectives cannot be modified by other adjectives. This distinguishes them from nouns, which can be. | *It was a **beautiful** cake.* [The adjective modifies the noun]<br><br>*The cake was **delicious**.* [the adjective follows the verb, *be*] |
| i | auxiliary verb | The auxiliary verbs are: *be, have, do* and the modal verbs.<br><br>They can be used to make questions and negative statements. In addition:<br><br>• *be* is used in the progressive and passive<br>• *have* is used in the perfect<br>• *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]<br><br>*Have you finished your picture?* [*have* used to make a question, and the perfect]<br><br>*No, I don't know him.* [*do* used to make a negative; no other auxiliary is present]<br><br>*Will you come with me or not?* [modal verb *will* used to make a question about the other person's willingness] |
| 1 ③ | clause | A clause is a special type of phrase whose head (the word around which it is based) is a verb.<br><br>Clauses can sometimes be complete sentences. Clauses may be main or subordinate. | *It was raining.* [single-clause sentence]<br><br>*It was raining but we were indoors.* [two finite clauses]<br><br>*If you are coming to the party, please let us know.* [finite subordinate clause inside a finite main clause]<br><br>*Usha went upstairs to play on her computer.* [non-finite clause] |
| 1 ② | noun | 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.<br><br>The surest way to identify nouns is by the ways they can be used after determiners such as *the*: for | *Our dog bit the burglar on his behind!*<br><br>*My big brother did an amazing jump on his skateboard.*<br><br>*Actions speak louder than words.*<br><br>Not nouns: |

| | Term | Guidance | Example |
|---|---|---|---|
| | | example, most nouns will fit into the frame "The __ matters/matter." <br><br>Nouns may be classified as: <br><br>**proper** – the name of a person, places, or thing (i.e. its own name). It includes days of the week and months of the year, but not seasons. Proper nouns start with a capital letter. <br><br>**common** – a class of person, place or thing. It does not have a capital letter (e.g. car, animal or planet). <br><br>Subclasses of common nouns include: <br><br>**countable** – things you can count (e.g. boy, thing) <br><br>**non-countable** - things you cannot count (e.g. food, music) <br><br>abstract – the name of things you cannot see or touch (e.g. love). <br><br>gerunds – nouns formed from verbs, ending *-ing*. (e.g. swimming). | • *He's behind you!* [this names a place, but is a preposition, not a noun] <br>• *She can jump so high!* [this names an action, but is a verb, not a noun] <br><br>common, countable: *a book, books, two chocolates, one day, fewer ideas* <br><br>common, non-countable: *money, some chocolate, less imagination* <br><br>proper, countable: *Marilyn, London, Wednesday* |
| ① | **plural** | A plural noun normally has a suffix – s or –es and means 'more than one'. <br><br>There are a few nouns with different morphology in the plural (e.g. *mice, formulae*). | *dogs* [more than one dog] <br><br>*boxes* [more than one box] <br><br>*mice* [more than one mouse] |
| 1 ③ | **prefix** | A prefix is added at the beginning of a word in order to turn it into another word. Contrast suffix. | *overtake, disappear* |
| 1 | **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. <br><br>Handwriting is a key factor in communicating correct punctuation. <br><br>One important role of punctuation is to indicate sentence boundaries. | *John went to his house. He stayed there till tea-time.* <br><br>*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]* |
| 1 | **root word** | Morphology breaks words down into root words, which can stand alone, and suffixes or prefixes which can't. <br><br>For example, *help* is the root word for other words in its word family | *play*ed [the root word is *play*] <br><br>un*fair* [the root word is *fair*] <br><br>*football* [the root words are *foot* and *ball*] |

|  | Term | Guidance | Example |
|---|---|---|---|
|  |  | such as *helpful* and *helpless*, and also for its inflections such as *helping*. Compound words (e.g. help-desk) 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. |  |
| ① | sentence | A sentence is a group of words 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. Sentences should be classified using the terms 'single-clause sentence' and 'multi-clause sentence'. | *You are my friend.* [statement] *Are you my friend?* [question] *Be my friend.* [command] *What a good friend you are!* [exclamation] |
| 1 ② | 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. | *call – called* *teach – teacher* [turns a verb into a noun] *terror – terrorise* [turns a noun into a verb] *green – greenish* [leaves word class unchanged] |
| 1 ② | verb | A verb is a word or phrase that describes an action, state, or feeling. The surest way to identify verbs is by the ways they can be used: they can usually have a tense, either present or past (and also future). Verbs are sometimes called 'doing or being words'. | *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] |
| ① | 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. Sometimes, a sequence that appears grammatically to be two words is collapsed into a single written word, |  |

| | Term | Guidance | Example |
|---|---|---|---|
| | | indicated with a hyphen or apostrophe (e.g. well-built, he's). | |