Year 4 Glossary

The following glossary includes all of the technical grammatical terms taught through the national curriculum for English in Year 4.

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: • before a noun, to make the noun's meaning more specific (i.e. to modify the noun), or • after the verb *be*, as its complement. 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] *The cake was **delicious**.* [the adjective follows the verb, *be*]
②	**adverb**	The surest way to identify adverbs is by the ways they can be used: they can modify a verb, an adjective, another adverb or even a whole clause. Adverbs have many different meanings and functions. They are especially important for indicating the time, manner, place, degree and frequency of something.	*I never get up **early** at the weekends.* [time] *Walk across the road **carefully**!* [manner] *When we got **there**, the tickets had sold out.* [place] *It's **rather** cold, isn't it?* [degree] *I'm **always** losing my keys.* [frequency] ***Secondly**, I finished the sausage roll.* [number]
④	**adverbial**	An adverbial is a word or phrase that is used, like an adverb, to modify a verb or clause. Adverbials of time answer the question 'when'. Of course, 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]
②	**apostrophe**	The apostrophe **'** is a punctuation mark. It serves two purposes: Omission - the marking of omission of one or more letters (as in the contraction of *do not* to *don't*).	*do not* becomes *don't* [the apostrophe marks the omission of the letter *o* in the contracted form] *He picked up the eagle's feather.* [the apostrophe marks the

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		Possession - the marking of possessive case (as in the eagle's feathers, or in one month's time).	possessive case – the feather belonging to the eagle]
4	**article**	The articles *the* (definite) and *a* or *an* (indefinite) are the most common type of determiner.	<u>The</u> dog found a bone in <u>an</u> old box.
i	**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?* [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. 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]
4 ⑤	**cohesion**	A text has cohesion if it is clear how the meanings of its parts fit together. Cohesive devices can help to do this. 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 <u>Mountain Peaks Field Study Centre</u>, leaving school at 9.30am. **This** is **an overnight visit**. <u>The centre</u> has beautiful grounds and a nature trail. *During the afternoon,* **the children** will follow the trail.
4	**cohesive device**	Cohesive devices are words used to show how the different parts of a text fit together. These devices support repeated references to the same thing using noun phrases; logical relations, such as time and cause, through conjunctions and links across	*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,*

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		paragraphs using adverbials of time, place and number.	*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]
②	**command**	A command is one of the four sentence types. The purpose of a command is to give instructions or orders. Imperative verbs are used and the subject may be redundant. Commands may be punctuated with either a full-stop or an exclamation mark.	*Be my friend.* *Get down!* *Shut the door, please.*
②	**compound, compounding**	A compound word contains at least two root words in its morphology.	*superman, whiteboard*
2 ③	**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 and ball.* [links the words *bat* and *ball* as an equal pair] *Kylie is young but she can kick the ball hard.* [links two clauses as an equal pair] *Everyone watches when Kyle does back-flips.* [introduces a subordinate clause] *Joe can't practise kicking because he's injured.* [introduces a subordinate clause]
③	**consonant**	Most of the letters of the alphabet represent consonants. Only the letters *a*, *e*, *i*, *o*, *u* and *y* can represent vowel sounds.	
2	**co-ordinate, co-ordination**	Words or phrases are co-ordinated if they are linked as an equal pair by a co-ordinating conjunction (i.e. *and, but, or*). In the examples on the right, the co-ordinated elements are shown in bold, and the conjunction is underlined. The difference between co-ordination and subordination is that, in subordination, the two linked elements are not equal.	***Susan*** <u>and</u> ***Amra*** *met in a café.* [links the words *Susan* and *Amra* as an equal pair] ***They talked*** <u>and</u> ***drank tea*** *for an hour.* [links two clauses as an equal pair] ***Susan got a bus*** <u>but</u> ***Amra walked***. [links two clauses as an equal pair]

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④	**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* [article, specifies the team as known] *a good team* [article, specifies the team as unknown] *that pupil* [demonstrative, known] *Julia's parents* [possessive, known] *some big boys* [quantifier, unknown] *Contrast: home the team, big some boys* [both incorrect, because the determiner should come before other modifiers]
②	**exclamation**	An exclamation is one of the four sentence types. The form of an exclamation's main clause is one that begins either *how* or *what* and where the verb is placed at the end of the clause. Its purpose is to exclaim. It is punctuated with an exclamation mark. Exclamation sentences differ from exclamations. Without the verb, it is not a sentence.	*What a good friend you are!* *How wonderful you look tonight!*
4	**fronting, fronted**	A word or phrase that normally comes after the verb may be moved before the verb: when this happens, we say it has been 'fronted'. For example, 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.* [Without fronting: *Make sure you've got a pencil before we begin.*] *The day after tomorrow, I'm visiting my granddad.* [Without fronting: *I'm visiting my granddad the day after tomorrow.*]
4	**inflection**	When we add *-ed* to *walk*, or change *mouse* to *mice*, this change of morphology produces an inflection ('bending') of the basic word which has special grammar (e.g. past tense or plural). In contrast, adding *-er* to *walk* produces a completely different word, *walker*, which is part of the same word family. Inflection is sometimes thought of as merely a change of ending, but, in fact, some words change completely when inflected.	*dogs* is an inflection of *dog.* *went* is an inflection of *go.* *better* is an inflection of *good.*
4	**modify, modifier**	One word or phrase modifies another by making its meaning more specific. Because the two words	In the phrase *primary-school teacher*:

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		make a phrase, the 'modifier' is normally close to the modified word.	• *teacher* is modified by *primary-school* (to mean a specific kind of teacher) • *school* is modified by *primary* (to mean a specific kind of school).
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. The surest way to identify nouns is by the ways they can be used after determiners such as *the*: for example, most nouns will fit into the frame "The __ matters/matter." Nouns may be classified as: **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. **common** – a class of person, place or thing. It does not have a capital letter (e.g. car, animal or planet). Subclasses of common nouns include: **countable** – things you can count (e.g. boy, thing) **non-countable** - things you cannot count (e.g. food, music) abstract – the name of things you cannot see or touch (e.g. love). gerunds – nouns formed from verbs, ending *-ing*. (e.g. swimming).	*Our dog bit the burglar on his behind!* *My big brother did an amazing jump on his skateboard.* *Actions speak louder than words.* Not nouns: • *He's behind you!* [this names a place, but is a preposition, not a noun] • *She can jump so high!* [this names an action, but is a verb, not a noun] common, countable: *a book, books, two chocolates, one day, fewer ideas* common, non-countable: *money, some chocolate, less imagination* proper, countable: *Marilyn, London, Wednesday*
②	**past tense**	Verbs in the past tense are commonly used to: • 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.	*Tom and Chris <u>showed</u> me their new TV*. [names an event in the 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]

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2	**perfect**	The perfect form of a verb generally calls attention to the consequences of a prior event; for example, *he has gone to lunch* implies that he is still away, in contrast with *he went to lunch*. 'Had gone to lunch' takes a past time point (i.e. when we arrived) as its reference point and is another way of establishing time relations in a text. The perfect tense is formed by: • turning the verb into its past participle inflection • adding a form of the verb *have* before it. The simple tenses (present and past) may be combined in English with the perfect and progressive.	*Usha had been practising for an hour when I called.* [past perfect progressive] *She has downloaded some songs.* [present perfect; now she has some songs] *I had eaten lunch when you came.* [past perfect; I wasn't hungry when you came]
②	**phrase**	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.	*She waved to her mother.* [a noun phrase, with the noun *mother* as its head] *She waved to her mother.* [a preposition phrase, with the preposition *to* as its head] *She waved to her mother.* [a clause, with the verb *waved* as its head]
①	**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* [more than one dog] *boxes* [more than one box] *mice* [more than one mouse]
④	**possessive**	A possessive can be: • a noun followed by an apostrophe, with or without *s* • a possessive pronoun. The relation expressed by a possessive goes well beyond ordinary ideas of 'possession'. 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]
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*
③	**preposition**	A preposition links a following noun, pronoun or noun phrase to some other word in the sentence.	*Tom waved goodbye to Christy.* *She'll be back from Australia in two weeks.*

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		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.	*I haven't seen my dog since this morning.* Contrast: *I'm going, since no-one wants me here!* [conjunction: links two clauses]
4	**preposition phrase**	A preposition phrase has a preposition as its head followed by a noun, pronoun or noun phrase.	*He was in bed.* *I met them after the party.*
②	**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).	*Jamal <u>goes</u> to the pool every day.* [describes a habit that exists now] *He <u>can</u> swim.* [describes a state that is true now] *The bus <u>arrives</u> at three.* [scheduled now] *My friends <u>are</u> coming to play.* [describes a plan in progress now]
2	**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 <u>is singing</u> in the store room.* [present progressive] *Amanda <u>was making</u> a patchwork quilt.* [past progressive] *Usha <u>had been practising</u> for an hour when I called.* [past perfect progressive]
④	**pronoun**	Pronouns are normally used like nouns, except that: • they are grammatically more specialised • it is harder to modify them In the examples, each sentence is written twice: once with nouns, and once with pronouns (underlined). Where the same thing is being talked about, the words are shown in bold.	***Amanda** waved to **Michael**.* <u>***She***</u> *waved to* <u>***him***</u>*.* <u>***John's***</u> *mother is over there.* <u>***His***</u> *mother is over there.* *The **visit** will be an overnight **visit**.* <u>***This***</u> *will be an overnight* <u>***visit***</u>*.* ***Simon** is the person: **Simon** broke it.* <u>***He***</u> *is the one* <u>***who***</u> *broke it.*
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.	*John went to his house. He stayed there till tea-time.* *You are my friend.* [statement] *Are you my friend?* [question] *Be my friend!* [command] *What a good friend you are!* [exclamation]

	Term	Guidance	Example
		Handwriting is a key factor in communicating correct punctuation. One important role of punctuation is to indicate sentence boundaries.	
②	question	A question is one of the four sentence types. The form of a question's main clause is one in which an auxiliary or modal verb is moved to the front of the clause. Its purpose is to ask for information. It is punctuated with a question mark.	*Are you my friend?*
1	root word	Morphology breaks words down into root words, which can stand alone, and suffixes or prefixes which can't. For example, *help* is the root word for other words in its word family 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.	*play*ed [the root word is *play*] *un*fair [the root word is *fair*] *football* [the root words are *foot* and *ball*]
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]
②	statement	A statement is one of the four sentence types. The form of a statement has its usual pattern of subject – verb – object.	*You are my friend.*

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		Its purpose is to convey a fact or piece of information.	
		It is punctuated with a full-stop.	
2	**subordinate, subordination**	A subordinate word or phrase tells us more about the meaning of the word it is subordinate to.	*We can watch TV <u>when we've finished</u>.* [*when we've finished* is subordinate to *watch*]
		Subordination can be thought of as an unequal relationship between a subordinate word and a main word. For example:	<u>*big*</u> *dogs* [*big* is subordinate to *dogs*]
		• an adjective is subordinate to the noun it modifies	<u>*Big dogs*</u> *need* <u>*long walks*</u>*.* [*big dogs* and *long walks* are subordinate to *need*]
		• subjects and objects are subordinate to their verbs.	
		Subordination is much more common than the equal relationship of co-ordination.	
③	**subordinate clause**	A clause which is subordinate to some other part of the same sentence is a subordinate clause; for example, in *The apple that I ate was sour*, the clause *that I ate* is subordinate to *apple* (which it modifies). Subordinate clauses contrast with co-ordinate clauses as in *It was sour but looked very tasty*. (Contrast: main 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*]
		However, clauses that are directly quoted as direct speech are not subordinate clauses.	*She noticed an hour had passed.* [acts as object of *noticed*]
			Not subordinate: *He shouted, "Look out!"*
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]
②	**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.	*He <u>studies</u>.* [present tense – present time]
			He <u>studied</u> yesterday. [past tense – past time]
		The simple tenses (present and past) may be combined in English with the perfect and progressive.	*He <u>studies</u> tomorrow, or else!* [present tense – future time]
			He <u>may study</u> tomorrow. [present tense + infinitive – future time]

	Term	Guidance	Example
			He <u>plans</u> to <u>study</u> tomorrow. [present tense + infinitive – future time] *If he <u>studied</u> tomorrow, he'd see the difference!* [past tense – imagined future]
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 <u>lives</u> in Birmingham.* [present tense] *The teacher <u>wrote</u> a song for the class.* [past tense] *He <u>likes</u> chocolate.* [present tense; not an action] *He <u>knew</u> my father.* [past tense; not an action]
③	**vowel**	In the English writing system, the letters *a*, *e*, *i*, *o*, *u* and *y* can represent vowels.	
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, indicated with a hyphen or apostrophe (e.g. well-built, he's).	
③	**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*