

## Year 3 Glossary

The following glossary includes all of the technical grammatical terms taught through the national curriculum for English in year 3.

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	<b>adjective</b>	<p>The surest way to identify adjectives is by the ways they can be used:</p> <ul style="list-style-type: none"> <li>before a noun, to make the noun's meaning more specific (i.e. to modify the noun), or</li> <li>after the verb <i>be</i>, as its complement.</li> </ul> <p>Adjectives cannot be modified by other adjectives. This distinguishes them from nouns, which can be.</p>	<p><i>It was a <b>beautiful</b> cake.</i> [The adjective modifies the noun]</p> <p><i>The cake was <b>delicious</b>.</i> [the adjective follows the verb, <i>be</i>]</p>
②	<b>adverb</b>	<p>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.</p> <p>Adverbs have many different meanings and functions. They are especially important for indicating the time, manner, place, degree and frequency of something.</p>	<p><i>I never get up <b>early</b> at the weekends.</i> [time]</p> <p><i>Walk across the road <b>carefully</b>!</i> [manner]</p> <p><i>When we got <b>there</b>, the tickets had sold out.</i> [place]</p> <p><i>It's <b>rather</b> cold, isn't it?</i> [degree]</p> <p><i>I'm <b>always</b> losing my keys.</i> [frequency]</p> <p><i><b>Secondly</b>, I finished the sausage roll.</i> [number]</p>
②	<b>apostrophe</b>	<p>The apostrophe ' is a punctuation mark. It serves two purposes:</p> <p>Omission - the marking of omission of one or more letters (as in the contraction of <i>do not</i> to <i>don't</i>).</p> <p>Possession - the marking of possessive case (as in the eagle's feathers, or in one month's time).</p>	<p><i>do not</i> becomes <i>don't</i> [the apostrophe marks the omission of the letter <i>o</i> in the contracted form]</p> <p><i>He picked up the eagle's feather.</i> [the apostrophe marks the possessive case – the feather belonging to the eagle]</p>
i	<b>auxiliary verb</b>	<p>The auxiliary verbs are: <i>be</i>, <i>have</i>, <i>do</i> and the modal verbs.</p> <p>They can be used to make questions and negative statements. In addition:</p> <ul style="list-style-type: none"> <li><i>be</i> is used in the progressive and passive</li> <li><i>have</i> is used in the perfect</li> </ul>	<p><i>They are winning the match.</i> [be used in the progressive]</p> <p><i>Have you finished your picture?</i> [have used to make a question, and the perfect]</p> <p><i>No, I don't know him.</i> [do used to make a negative; no other auxiliary is present]</p>

	Term	Guidance	Example
		<ul style="list-style-type: none"> <li><i>do</i> is used to form questions and negative statements if no other auxiliary verb is present</li> </ul>	<i>Will you come with me or not?</i> [modal verb <i>will</i> used to make a question about the other person's willingness]
1 ③	<b>clause</b>	<p>A clause is a special type of phrase whose head (the word around which it is based) is a verb.</p> <p>Clauses can sometimes be complete sentences. Clauses may be main or subordinate.</p>	<i>It was raining.</i> [single-clause sentence] <i>It was raining but we were indoors.</i> [two finite clauses] <i>If you are coming to the party, please let us know.</i> [finite subordinate clause inside a finite main clause] <i>Usha went upstairs to play on her computer.</i> [non-finite clause]
②	<b>command</b>	<p>A command is one of the four sentence types.</p> <p>The purpose of a command is to give instructions or orders.</p> <p>Imperative verbs are used and the subject may be redundant.</p> <p>Commands may be punctuated with either a full-stop or an exclamation mark.</p>	<i>Be my friend.</i> <i>Get down!</i> <i>Shut the door, please.</i>
②	<b>compound, compounding</b>	A compound word contains at least two root words in its morphology.	<i>superman, whiteboard</i>
2 ③	<b>conjunction</b>	<p>A conjunction links two words or phrases together. There are two main types of conjunctions:</p> <ul style="list-style-type: none"> <li>co-ordinating conjunctions (e.g. <i>and</i>) link two words or phrases together as an equal pair</li> <li>subordinating conjunctions (e.g. <i>when</i>) introduce a subordinate clause.</li> </ul>	<i>James bought a bat and ball.</i> [links the words <i>bat</i> and <i>ball</i> as an equal pair] <i>Kylie is young but she can kick the ball hard.</i> [links two clauses as an equal pair] <i>Everyone watches when Kyle does back-flips.</i> [introduces a subordinate clause] <i>Joe can't practise kicking because he's injured.</i> [introduces a subordinate clause]
③	<b>consonant</b>	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 vowel sounds.	
2	<b>co-ordinate, co-ordination</b>	Words or phrases are co-ordinated if they are linked as an equal pair by a co-ordinating conjunction (i.e. <i>and, but, or</i> ).	<i>Susan and Amra met in a café.</i> [links the words <i>Susan</i> and <i>Amra</i> as an equal pair]

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		<p>In the examples on the right, the coordinated elements are shown in bold, and the conjunction is underlined.</p> <p>The difference between coordination and subordination is that, in subordination, the two linked elements are not equal.</p>	<p><b>They talked <u>and</u> drank tea</b> for an hour. [links two clauses as an equal pair]</p> <p><b>Susan got a bus <u>but</u> Amra walked.</b> [links two clauses as an equal pair]</p>
②	<b>exclamation</b>	<p>An exclamation is one of the four sentence types.</p> <p>The form of an exclamation's main clause is one that begins either <i>how</i> or <i>what</i> and where the verb is placed at the end of the clause.</p> <p>Its purpose is to exclaim. It is punctuated with an exclamation mark.</p> <p>Exclamation sentences differ from exclamations. Without the verb, it is not a sentence.</p>	<p><i>What a good friend you are!</i></p> <p><i>How wonderful you look tonight!</i></p>
1 ②	<b>noun</b>	<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.</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 may be classified as:</p> <p><b>proper</b> – 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.</p> <p><b>common</b> – a class of person, place or thing. It does not have a capital letter (e.g. car, animal or planet).</p> <p>Subclasses of common nouns include:</p> <p><b>countable</b> – things you can count (e.g. boy, thing)</p> <p><b>non-countable</b> - things you cannot count (e.g. food, music)</p> <p>abstract – the name of things you cannot see or touch (e.g. love).</p>	<p><i>Our dog bit the burglar on his behind!</i></p> <p><i>My big brother did an amazing jump on his skateboard.</i></p> <p><i>Actions speak louder than words.</i></p> <p>Not nouns:</p> <ul style="list-style-type: none"> <li>• <i>He's behind you!</i> [this names a place, but is a preposition, not a noun]</li> <li>• <i>She can jump so high!</i> [this names an action, but is a verb, not a noun]</li> </ul> <p>common, countable: <i>a book, books, two chocolates, one day, fewer ideas</i></p> <p>common, non-countable: <i>money, some chocolate, less imagination</i></p> <p>proper, countable: <i>Marilyn, London, Wednesday</i></p>

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		gerunds – nouns formed from verbs, ending <i>-ing</i> . (e.g. swimming).	
②	past tense	<p>Verbs in the past tense are commonly used to:</p> <ul style="list-style-type: none"> <li>• talk about the past</li> <li>• talk about imagined situations</li> <li>• make a request sound more polite.</li> </ul> <p>Most verbs take a suffix <i>-ed</i>, to form their past tense, but many commonly-used verbs are irregular.</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>
2	perfect	<p>The perfect form of a verb generally calls attention to the consequences of a prior event; for example, <i>he has gone to lunch</i> implies that he is still away, in contrast with <i>he went to lunch</i>. '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:</p> <ul style="list-style-type: none"> <li>• turning the verb into its past participle inflection</li> <li>• adding a form of the verb <i>have</i> before it.</li> </ul> <p>The simple tenses (present and past) may be combined in English with the perfect and progressive.</p>	<p><i>Usha <u>had been practising</u> for an hour when I called.</i> [past perfect progressive]</p> <p><i>She has downloaded some songs.</i> [present perfect; now she has some songs]</p> <p><i>I had eaten lunch when you came.</i> [past perfect; I wasn't hungry when you came]</p>
②	phrase	<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><u>She waved to her mother</u>.</i> [a clause, with the verb <i>waved</i> as its head]</p>
①	plural	<p>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. <i>mice</i>, <i>formulae</i>).</p>	<p><i>dogs</i> [more than one dog]</p> <p><i>boxes</i> [more than one box]</p> <p><i>mice</i> [more than one mouse]</p>

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1 ③	<b>prefix</b>	A prefix is added at the beginning of a word in order to turn it into another word. Contrast suffix.	<i>overtake, disappear</i>
③	<b>preposition</b>	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 <i>before</i> or <i>since</i> can act either as prepositions or as conjunctions.	<i>Tom waved goodbye to Christy.</i>  <i>She'll be back from Australia in two weeks.</i>  <i>I haven't seen my dog since this morning.</i>  Contrast: <i>I'm going, since no-one wants me here!</i> [conjunction: links two clauses]
②	<b>present tense</b>	Verbs in the present tense are commonly used to: <ul style="list-style-type: none"> <li>• talk about the present</li> <li>• talk about the future.</li> </ul> They may take a suffix –s (depending on the subject).	<i>Jamal <u>goes</u> to the pool every day.</i> [describes a habit that exists now]  <i>He <u>can</u> swim.</i> [describes a state that is true now]  <i>The bus <u>arrives</u> at three.</i> [scheduled now]  <i>My friends <u>are</u> coming to play.</i> [describes a plan in progress now]
2	<b>progressive</b>	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 <i>be</i> (e.g. he was singing). The progressive can also be combined with the perfect (e.g. <i>he has been singing</i> ).	<i>Michael <u>is singing</u> in the store room.</i> [present progressive]  <i>Amanda <u>was making</u> a patchwork quilt.</i> [past progressive]  <i>Usha <u>had been practising</u> for an hour when I called.</i> [past perfect progressive]
1	<b>punctuation</b>	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.  Handwriting is a key factor in communicating correct punctuation.  One important role of punctuation is to indicate sentence boundaries.	<i>John went to his house. He stayed there till tea-time.</i>  <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]
②	<b>question</b>	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	<i>Are you my friend?</i>

	Term	Guidance	Example
		<p>verb is moved to the front of the clause.</p> <p>Its purpose is to ask for information. It is punctuated with a question mark.</p>	
1	<b>root word</b>	<p>Morphology breaks words down into root words, which can stand alone, and suffixes or prefixes which can't.</p> <p>For example, <i>help</i> is the root word for other words in its word family such as <i>helpful</i> and <i>helpless</i>, and also for its inflections such as <i>helping</i>.</p> <p>Compound words (e.g. help-desk) contain two or more root words.</p> <p>When looking in a dictionary, we sometimes have to look for the root word (or words) of the word we are interested in.</p>	<p><u>played</u> [the root word is <i>play</i>]</p> <p><u>unfair</u> [the root word is <i>fair</i>]</p> <p><i>football</i> [the root words are <i>foot</i> and <i>ball</i>]</p>
①	<b>sentence</b>	<p>A sentence is a group of words 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. Sentences should be classified using the terms 'single-clause sentence' and 'multi-clause sentence'.</p>	<p><i>You are my friend.</i> [statement]</p> <p><i>Are you my friend?</i> [question]</p> <p><i>Be my friend.</i> [command]</p> <p><i>What a good friend you are!</i> [exclamation]</p>
②	<b>statement</b>	<p>A statement is one of the four sentence types.</p> <p>The form of a statement has its usual pattern of subject – verb – object.</p> <p>Its purpose is to convey a fact or piece of information.</p> <p>It is punctuated with a full-stop.</p>	<p><i>You are my friend.</i></p>
2	<b>subordinate, subordination</b>	<p>A subordinate word or phrase tells us more about the meaning of the word it is subordinate to.</p> <p>Subordination can be thought of as an unequal relationship between a</p>	<p><i>We can watch TV <u>when we've finished</u>.</i> [<i>when we've finished</i> is subordinate to <i>watch</i>]</p> <p><i><u>big</u> dogs</i> [<i>big</i> is subordinate to <i>dogs</i>]</p>

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		<p>subordinate word and a main word. For example:</p> <ul style="list-style-type: none"> <li>an adjective is subordinate to the noun it modifies</li> <li>subjects and objects are subordinate to their verbs.</li> </ul> <p>Subordination is much more common than the equal relationship of co-ordination.</p>	<p><i>Big dogs need long walks.</i> [<i>big dogs</i> and <i>long walks</i> are subordinate to <i>need</i>]</p>
③	<b>subordinate clause</b>	<p>A clause which is subordinate to some other part of the same sentence is a subordinate clause; for example, in <i>The apple that I ate was sour</i>, the clause <i>that I ate</i> is subordinate to <i>apple</i> (which it modifies). Subordinate clauses contrast with co-ordinate clauses as in <i>It was sour but looked very tasty</i>. (Contrast: main clause)</p> <p>However, clauses that are directly quoted as direct speech are not subordinate clauses.</p>	<p><i>That's the street where Ben lives.</i> [relative clause; modifies <i>street</i>]</p> <p><i>He watched her as she disappeared.</i> [adverbial; modifies <i>watched</i>]</p> <p><i>What you said was very nice.</i> [acts as subject of <i>was</i>]</p> <p><i>She noticed an hour had passed.</i> [acts as object of <i>noticed</i>]</p> <p>Not subordinate: <i>He shouted, "Look out!"</i></p>
1 ②	<b>suffix</b>	<p>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.</p>	<p><i>call – called</i></p> <p><i>teach – teacher</i> [turns a verb into a noun]</p> <p><i>terror – terrorise</i> [turns a noun into a verb]</p> <p><i>green – greenish</i> [leaves word class unchanged]</p>
②	<b>tense</b>	<p>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.</p> <p>The simple tenses (present and past) may be combined in English with the perfect and progressive.</p>	<p><i>He studies.</i> [present tense – present time]</p> <p><i>He studied yesterday.</i> [past tense – past time]</p> <p><i>He studies tomorrow, or else!</i> [present tense – future time]</p> <p><i>He may study tomorrow.</i> [present tense + infinitive – future time]</p> <p><i>He plans to study tomorrow.</i> [present tense + infinitive – future time]</p> <p><i>If he studied tomorrow, he'd see the difference!</i> [past tense – imagined future]</p>
1 ②	<b>verb</b>	<p>A verb is a word or phrase that describes an action, state, or feeling.</p> <p>The surest way to identify verbs is by the ways they can be used: they can</p>	<p><i>He lives in Birmingham.</i> [present tense]</p>

	<b>Term</b>	<b>Guidance</b>	<b>Example</b>
		<p>usually have a tense, either present or past (and also future).</p> <p>Verbs are sometimes called 'doing or being words'.</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>
③	<b>vowel</b>	In the English writing system, the letters <i>a, e, i, o, u</i> and <i>y</i> can represent vowels.	
①	<b>word</b>	<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. well-built, he's).</p>	
③	<b>word family</b>	The words in a word family are normally related to each other by a combination of morphology, grammar and meaning.	<p><i>teach – teacher</i></p> <p><i>extend – extent – extensive</i></p> <p><i>grammar – grammatical – grammarian</i></p>