

## Year 6 Glossary

The following glossary includes all of the technical grammatical terms taught through the national curriculum for English in Year 6.

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
⑥	<b>active voice</b>	An active verb has its usual pattern of subject and object (in contrast with the passive).	<i>Norman helped himself to another biscuit.</i> [The subject, <i>Norman</i> , is the agent of the verb; the object, <i>biscuit</i> , is the patient].
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>
④	<b>adverbial</b>	<p>An adverbial is a word or phrase that is used, like an adverb, to modify a verb or clause.</p> <p>Adverbials of time answer the question 'when'.</p> <p>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.</p>	<p>The bus leaves <b>in five minutes</b>.</p> [preposition phrase as adverbial: modifies <i>leaves</i> ] <p><i>She promised to see him <b>last night</b>.</i> [noun phrase modifying either <i>promised</i> or <i>see</i>, according to the intended meaning]</p> <p><i>She worked <b>until she had finished</b>.</i> [subordinate clause as adverbial]</p>
⑤	<b>ambiguity</b>	Ambiguity is the fact of something having more than one possible	<i>The class were astonished by the man eating shark.</i>

	Term	Guidance	Example
		meaning and therefore possibly causing confusion.	
⑥	<b>antonym</b>	Two words are antonyms if their meanings are opposites.	<i>hot and cold</i>
②	<b>apostrophe</b>	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 <i>do not</i> to <i>don't</i> ).  Possession - the marking of possessive case (as in the eagle's feathers, or in one month's time).	<i>do not</i> becomes <i>don't</i> [the apostrophe marks the omission of the letter <i>o</i> in the contracted form]  <i>He picked up the eagle's feather.</i> [the apostrophe marks the possessive case – the feather belonging to the eagle]
4	<b>article</b>	The articles <i>the</i> (definite) and <i>a</i> or <i>an</i> (indefinite) are the most common type of determiner.	<i>The dog found a bone in <u>an</u> old box.</i>
i	<b>auxiliary verb</b>	The auxiliary verbs are: <i>be, have, do</i> and the modal verbs.  They can be used to make questions and negative statements. In addition:  <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> <li>• <i>do</i> is used to form questions and negative statements if no other auxiliary verb is present</li> </ul>	<i>They are winning the match.</i> [be used in the progressive]  <i>Have you finished your picture?</i> [ <i>have</i> used to make a question, and the perfect]  <i>No, I don't know him.</i> [ <i>do</i> used to make a negative; no other auxiliary is present]  <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]
⑤	<b>bracket</b>	Brackets are the symbols ( ) that are put around a parenthesis: a remark that is added to a sentence, often to provide an explanation or extra information.  Brackets show that what is inside them should be considered as separate from the main part of the sentence.	<i>Bernard (the fastest child in the school) won the 100 metre sprint.</i>
1 ③	<b>clause</b>	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.	<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]

	Term	Guidance	Example
4 ⑤	<b>cohesion</b>	<p>A text has cohesion if it is clear how the meanings of its parts fit together. Cohesive devices can help to do this.</p> <p>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.</p>	<p><b>A visit</b> has been arranged for <b>Year 6</b>, to the <u>Mountain Peaks Field Study Centre</u>, leaving school at 9.30am. <b>This is an overnight visit.</b> <u>The centre</u> has beautiful grounds and a nature trail. During the afternoon, <b>the children</b> will follow the trail.</p>
4	<b>cohesive device</b>	<p>Cohesive devices are words used to show how the different parts of a text fit together.</p> <p>These devices support repeated references to the same thing using noun phrases; logical relations, such as time and cause, through conjunctions and links across paragraphs using adverbials of time, place and number.</p>	<p><i>Joe was given a bike for Christmas. He liked it very much.</i> [the pronouns refer back to Joe and the bike]</p> <p><i>We'll be going shopping before we go to the park.</i> [conjunction; makes a relationship of time clear]</p> <p><i>I'm afraid we're going to have to wait for the next train. Meanwhile, we could have a cup of tea.</i> [adverb; refers back to the time of waiting]</p> <p><i>Where are you going? [ ] To school!</i> [ellipsis of the expected words <i>I'm going</i>; links the answer back to the question]</p>
⑥	<b>colon</b>	<p>A colon can be used to introduce an idea that is an explanation or continuation of the one that comes before it.</p> <p>A colon can be used to introduce a list where it is preceded by a complete clause.</p>	<p><i>There is one thing you need to know about coleslaw: it looks and tastes like slurry.</i></p> <p><i>The potion contained some exotic ingredients: snails' eyes, bats' tongues and garlic.</i></p>
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>	<p><i>Be my friend.</i></p> <p><i>Get down!</i></p> <p><i>Shut the door, please.</i></p>
②	<b>compound, compounding</b>	<p>A compound word contains at least two root words in its morphology.</p>	<p><i>superman, whiteboard</i></p>
2 ③	<b>conjunction</b>	<p>A conjunction links two words or phrases together. There are two main types of conjunctions:</p>	<p><i>James bought a bat and ball.</i> [links the words <i>bat</i> and <i>ball</i> as an equal pair]</p>

	Term	Guidance	Example
		<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>	<p><i>Kylie is young but she can kick the ball hard.</i> [links two clauses as an equal pair]</p> <p><i>Everyone watches when Kyle does back-flips.</i> [introduces a subordinate clause]</p> <p><i>Joe can't practise kicking because he's injured.</i> [introduces a subordinate clause]</p>
③	consonant	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	co-ordinate, co-ordination	<p>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>).</p> <p>In the examples on the right, the co-ordinated elements are shown in bold, and the conjunction is underlined.</p> <p>The difference between co-ordination and subordination is that, in subordination, the two linked elements are not equal.</p>	<p><i>Susan <b>and</b> Amra met in a café.</i> [links the words <i>Susan</i> and <i>Amra</i> as an equal pair]</p> <p><i>They <b>talked</b> <u>and</u> <b>drank tea</b> for an hour.</i> [links two clauses as an equal pair]</p> <p><i>Susan got a bus <u>but</u> Amra walked.</i> [links two clauses as an equal pair]</p>
⑤	dash	The dash is the symbol – used to separate parts of a sentence.	<i>Her youngest sister – the one who lives in Australia – is coming over next summer.</i>
④	determiner	<p>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:</p> <ul style="list-style-type: none"> <li>articles (<i>the, a</i> or <i>an</i>)</li> <li>demonstratives (e.g. <i>this, those</i>)</li> <li>possessives (e.g. <i>my, your</i>)</li> <li>quantifiers (e.g. <i>some, every</i>).</li> </ul>	<p><i>the home team</i> [article, specifies the team as known]</p> <p><i>a good team</i> [article, specifies the team as unknown]</p> <p><i>that pupil</i> [demonstrative, known]</p> <p><i>Julia's parents</i> [possessive, known]</p> <p><i>some big boys</i> [quantifier, unknown]</p> <p><i>Contrast: home the team, big some boys</i> [both incorrect, because the determiner should come before other modifiers]</p>
⑥	ellipsis	Ellipsis is the omission of a word or phrase which is expected and predictable.	<p><i>Barry is ten <del>years old</del>.</i></p> <p><i>I am going to the zoo. Would you like to come <del>to the zoo</del>?</i></p>
②	exclamation	<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></p>	<p><i>What a good friend you are!</i></p> <p><i>How wonderful you look tonight!</i></p>

	Term	Guidance	Example
		<p>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>	
6	<b>formal and informal</b>	<p>Registers are ‘varieties’ of language which are each tied to a range of uses, in contrast with dialects, which are tied to groups of users.</p> <p>Standard English is the variety of English which is used, with only minor variation, as a major world language. Some people use Standard English all the time, in all situations from the most casual to the most formal, so it covers most registers. 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.</p>	
4	<b>fronting, fronted</b>	<p>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.</p>	<p><i>Before we begin, make sure you’ve got a pencil.</i> [Without fronting: <i>Make sure you’ve got a pencil before we begin.</i>]</p> <p><i>The day after tomorrow, I’m visiting my granddad.</i> [Without fronting: <i>I’m visiting my granddad the day after tomorrow.</i>]</p>
⑥	<b>hyphen</b>	<p>Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.</p>	<p><i>de-icer over deicer</i></p>
4	<b>inflection</b>	<p>When we add <i>-ed</i> to <i>walk</i>, or change <i>mouse</i> to <i>mice</i>, 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 <i>-er</i> to <i>walk</i> produces a completely different word, <i>walker</i>, which is part of the same word family.</p> <p>Inflection is sometimes thought of as merely a change of ending, but, in fact, some words change completely when inflected.</p>	<p><i>dogs</i> is an inflection of <i>dog</i>.</p> <p><i>went</i> is an inflection of <i>go</i>.</p> <p><i>better</i> is an inflection of <i>good</i>.</p>

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⑤	modal verb	<p>Modal verbs are used to change the meaning of other verbs. They can express meanings such as certainty, ability, or obligation.</p> <p>The main modal verbs are will, would, can, could, may, might, shall, should, must and ought.</p>	<p><i>I <b>can</b> do this maths work by myself.</i></p> <p><i>This ride <b>may</b> be too scary for you!</i></p> <p><i>You <b>should</b> help your little brother.</i></p> <p><i>Is it going to rain? Yes, it <b>might</b>.</i></p>
4	modify, modifier	<p>One word or phrase modifies another by making its meaning more specific. Because the two words make a phrase, the 'modifier' is normally close to the modified word.</p>	<p>In the phrase <i>primary-school teacher</i>:</p> <ul style="list-style-type: none"> <li><i>teacher</i> is modified by <i>primary-school</i> (to mean a specific kind of teacher)</li> <li><i>school</i> is modified by <i>primary</i> (to mean a specific kind of school).</li> </ul>
1 ②	noun	<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>gerunds – nouns formed from verbs, ending <i>-ing</i>. (e.g. swimming).</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>
⑥	object	<p>An object is normally a noun, pronoun or noun phrase that comes straight after the verb, and shows</p>	<p><i>The cat chased the mouse. [the mouse is the object; it is the patient of the verb <i>chased</i>]</i></p>

	Term	Guidance	Example
		<p>what the verb is acting upon (the patient of the verb).</p> <p>Objects can be turned into the subject of a passive verb, and cannot be adjectives.</p>	
⑤	parenthesis	<p>A parenthesis is a remark that is added to a sentence, often to provide an explanation or extra information, that is separated from the main part of the sentence by commas, brackets, or dashes.</p>	<p><i>Her youngest sister - <b>the one who lives in Australia</b> - is coming over next summer.</i></p>
⑥	passive	<p>In a passive sentence, the subject is the patient of the verb.</p> <p>A passive is recognisable from:</p> <ul style="list-style-type: none"> <li>• the past participle form of the verb</li> <li>• the normal object turned into the subject</li> <li>• the normal subject turned into an optional preposition phrase with <i>by</i> as its head</li> <li>• the verb <i>be</i>, or some other verb such as <i>get</i>.</li> </ul>	<p><i>The window in the greenhouse was broken. [The window is the patient of the verb, broken]</i></p>
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. [names an event in the past]</i></p> <p><i>Antonio <u>went</u> on holiday to Brazil. [names an event in the past; irregular past of go]</i></p> <p><i>I wish I <u>had</u> a puppy. [names an imagined situation, not a situation in the past]</i></p> <p><i>I <u>was</u> hoping you'd help tomorrow. [makes an implied request sound more polite]</i></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> </ul>	<p><i>Usha <u>had been practising</u> for an hour when I called. [past perfect progressive]</i></p> <p><i>She <u>has</u> downloaded some songs. [present perfect; now she has some songs]</i></p> <p><i>I <u>had</u> eaten lunch when you came. [past perfect; I wasn't hungry when you came]</i></p>

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		<ul style="list-style-type: none"> <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>	
②	<b>phrase</b>	<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	<b>plural</b>	<p>A plural noun normally has a suffix –s or –es and means 'more than one'.</p> <p>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>
④	<b>possessive</b>	<p>A possessive can be:</p> <ul style="list-style-type: none"> <li>a noun followed by an apostrophe, with or without s</li> <li>a possessive pronoun.</li> </ul> <p>The relation expressed by a possessive goes well beyond ordinary ideas of 'possession'. A possessive may act as a determiner.</p>	<p><i>Tariq's book</i> [Tariq has the book]</p> <p><i>The boys' arrival</i> [the boys arrive]</p> <p><i>His obituary</i> [the obituary is about him]</p> <p><i>That essay is mine.</i> [I wrote the essay]</p>
1 ③	<b>prefix</b>	<p>A prefix is added at the beginning of a word in order to turn it into another word. Contrast suffix.</p>	<p><i>overtake, disappear</i></p>
③	<b>preposition</b>	<p>A preposition links a following noun, pronoun or noun phrase to some other word in the sentence.</p> <p>Prepositions often describe locations or directions, but can describe other things, such as relations of time.</p> <p>Words like <i>before</i> or <i>since</i> can act either as prepositions or as conjunctions.</p>	<p><i>Tom waved goodbye to Christy.</i></p> <p><i>She'll be back from Australia in two weeks.</i></p> <p><i>I haven't seen my dog since this morning.</i></p> <p>Contrast: <i>I'm going, since no-one wants me here!</i> [conjunction: links two clauses]</p>
4	<b>preposition phrase</b>	<p>A preposition phrase has a preposition as its head followed by a noun, pronoun or noun phrase.</p>	<p><i>He was in bed.</i></p> <p><i>I met them after the party.</i></p>
②	<b>present tense</b>	<p>Verbs in the present tense are commonly used to:</p> <ul style="list-style-type: none"> <li>talk about the present</li> </ul>	<p><i>Jamal <u>goes</u> to the pool every day.</i> [describes a habit that exists now]</p>



	Term	Guidance	Example
		<ul style="list-style-type: none"> <li>talk about the future.</li> </ul> They may take a suffix –s (depending on the subject).	<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	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 <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]
④	pronoun	Pronouns are normally used like nouns, except that: <ul style="list-style-type: none"> <li>they are grammatically more specialised</li> <li>it is harder to modify them</li> </ul> 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.	<i><b>Amanda</b> waved to <b>Michael</b>.</i> <i><u>She</u> waved to <u>him</u>.</i> <i><b>John’s</b> mother is over there. <u>His</u> mother is over there.</i> <i>The <b>visit</b> will be an overnight <b>visit</b>.</i> <i><u>This</u> will be an overnight <u>visit</u>.</i> <i><b>Simon</b> is the person: <u>Simon</u> broke it.</i> <i><u>He</u> is the one <u>who</u> broke it.</i>
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.  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. [statement]</i> <i>Are you my friend? [question]</i> <i>Be my friend! [command]</i> <i>What a good friend you are! [exclamation]</i>
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.	<i>Are you my friend?</i>

	Term	Guidance	Example
		Its purpose is to ask for information. It is punctuated with a question mark.	
⑤	relative clause	<p>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 <i>who</i> or <i>that</i> to refer back to that noun, though the relative pronoun <i>that</i> is often omitted.</p> <p>A relative clause may also be attached to a clause. In that case, the pronoun refers back to the whole clause, rather than referring back to a noun.</p>	<p>In the examples, the relative clauses are underlined, and both the pronouns and the words they refer back to are in bold.</p> <p><i>That's the <b>boy who</b> lives near school.</i> [<i>who</i> refers back to <i>boy</i>]</p> <p><i>The <b>prize that</b> I won was a book.</i> [<i>that</i> refers back to <i>prize</i>]</p> <p><i>The <b>prize</b> I won was a book.</i> [the pronoun <i>that</i> is omitted]</p> <p><i><b>Tom broke the game, which</b> annoyed Ali.</i> [<i>which</i> refers back to the whole clause]</p>
⑤	relative pronoun	Relative pronouns are pronouns used to refer back to the noun.	<p><i>I went for a <b>walk. It</b> was lovely.</i></p> <p>[Both the relative pronoun and the word it refers back to are in bold].</p>
1	root word	<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><i><u>played</u></i> [the root word is <i>play</i>]</p> <p><i><u>unfair</u></i> [the root word is <i>fair</i>]</p> <p><i>football</i> [the root words are <i>foot</i> and <i>ball</i>]</p>
⑥	semi-colon	<p>The semi-colon is used to mark the boundary between independent, but related clauses.</p> <p>The semi-colon is used within lists, where the items themselves contain commas.</p>	<p><i>I went to the zoo; Bernard went to the park.</i></p> <p><i>I have visited several capital cities: London, England; Paris, France; Canberra, Australia and Madrid, Spain.</i></p>
①	sentence	<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><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>

	Term	Guidance	Example
		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'.	
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>	<i>You are my friend.</i>
⑥	<b>subject</b>	<p>The subject of a verb is normally the noun, noun phrase or pronoun that names the 'do-er' or 'be-er' (the agent of the verb). The subject's normal position is:</p> <ul style="list-style-type: none"> <li>• just before the verb in a statement</li> <li>• just after the auxiliary verb, in a question.</li> </ul> <p>Unlike the verb's object and complement, the subject can determine the form of the verb (e.g. <i>I am, you are</i>).</p>	<p><i><u>Rula's mother</u> went out.</i></p> <p><i><u>That</u> is uncertain.</i></p> <p><i><u>The children</u> will study the animals.</i></p> <p><i>Will <u>the children</u> study the animals?</i></p>
6	<b>subjunctive</b>	A verb is in the subjunctive mood when it expresses a condition which is doubtful or not factual. It is most often found in a clause beginning with the word <i>if</i> . It is also found in clauses following a verb that expresses a doubt, a wish, regret, request, demand, or proposal.	<p><i>The school requires that all pupils <u>be</u> honest.</i></p> <p><i>The school rules demand that pupils not <u>enter</u> classrooms at lunchtime.</i></p> <p><i>If I <u>were</u> Prime Minister, there would be no homework.</i></p> <p><i><u>Would that</u> it were.</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 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><i>We can watch TV <u>when we've finished</u>. [<u>when we've finished</u> is subordinate to <u>watch</u>]</i></p> <p><i><u>big</u> dogs [<u>big</u> is subordinate to <u>dogs</u>]</i></p> <p><i><u>Big dogs</u> need <u>long</u> walks. [<u>big dogs</u> and <u>long</u> walks are subordinate to <u>need</u>]</i></p>

	Term	Guidance	Example
		Subordination is much more common than the equal relationship of co-ordination.	
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>	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><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>
⑥	<b>synonym</b>	Two words are synonyms if they have the same meaning, or similar meanings.	<i>happy, glad, cheerful</i>
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 <u>studies</u>.</i> [present tense – present time]</p> <p><i>He <u>studied</u> yesterday.</i> [past tense – past time]</p> <p><i>He <u>studies</u> tomorrow, or else!</i> [present tense – future time]</p> <p><i>He <u>may study</u> tomorrow.</i> [present tense + infinitive – future time]</p> <p><i>He <u>plans to study</u> tomorrow.</i> [present tense + infinitive – future time]</p> <p><i>If he <u>studied</u> 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 usually have a tense, either present or past (and also future).</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>

	<b>Term</b>	<b>Guidance</b>	<b>Example</b>
		Verbs are sometimes called 'doing or being words'.	<i>He <u>knew</u> my father.</i> [past tense; not an action]
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.	<i>teach – teacher</i> <i>extend – extent – extensive</i> <i>grammar – grammatical – grammarian</i>