SAWLEY JUNIOR SCHOOL

Grammar Glossary

Noun

A word that names things.
(Hat, boy, London, Mr Brooks, Max.)
E.g.
Max got on the **train** and travelled to **London**.

There are several different types of nouns:

Common Noun
A word we use for every-day objects. This is the most boring name you can give for an object.
(Cat, girl, table.)
E.g.
The **cat** slept of the **chair**.

Proper Noun
A '**name**' for a common noun. A proper noun will always start with a capital letter.
(Benjamin, Freddy, Mrs Burton, Derby, London.)
E.g.
Mrs Brown lives in **Sawley** in **Nottingham**.

Precise Noun
A specific name for a common noun.
Fire fighter *(instead of man)*, the anaconda *(instead of the snake).*
E.g.
The **paramedic** rushed the **builder** to the **hospital**.

Collective Noun
A word for a group of objects.
(A '**gaggle**' of geese, a '**pride**' of lions.)
E.g.
The **flock** of sheep were in the field.

Abstract Nouns ***(Level 6)***
Objects you cannot see or hear *(emotions, thoughts and ideas).*

(Boredom, happiness, anger.)
E.g.
The boy showed **happiness** when he won the game.
We had an **argument** over what to watch on TV.

Pronoun

A word which can replace a noun to shorten a sentence and add variety.
(I/me, you, he/him, she/her, we/us, they/them, mine, yours, his, hers, ours, theirs, myself, herself, themselves.)

E.g.
I like **him**. *(Instead of 'Sally likes Sam.')*
They don't want **it**. *(Instead of 'the class want the game.')*
Is this book **yours** or **mine?**
I hurt **myself**.
Enjoy **yourselves**!

Adjective

A word that describes a noun.
(green, beautiful, tall, and sparkly.)

E.g.
The birds were flying in the **blue** sky.
I gazed at the **breath-taking** view of the valley.

Verb

A word that names an action. *If you're unsure if the word is a verb, ask yourself, can you put 'to' in front of it?*
(To 'run', to 'sleep', to 'walk', to 'dance'.)

E.g.
In the triathlon, Tim **ran** 500m, **swam** 500m and **cycled** 500m.
I **danced** at the disco.

Adverb

A word that describes how a verb is done. *(Usually ends in –ly.)*

(Quietly, angrily, quickly, joyfully.)

E.g.
Mrs White asked the children to sit **quietly** at their table.

Connective

A word used to link clauses, either within a sentence or to join two sentences.

There are two kinds of connectives:

Co-ordinating connectives.
These join (and are placed between) two clauses of equal weight.
(And, but, or and so.)

E.g.
Do you want to go now, **or** shall we wait a bit longer?
I go swimming on a Saturday **and** play badminton on a Sunday.

Subordinating connectives.
These go at the beginning of a subordinate clause.
(When, while, before, after, since, until, if, because, although, even though.)

E.g.
We were hungry **because** we hadn't eaten all day.
Although we'd had plenty to eat, we were still hungry.
We were hungry **when** we got home.

We would also like to see the following connectives used in your writing:

'And' connectives
(Indeed, also, additionally, moreover, furthermore, as well as this, similarly.)

E.g.
As she got closer, Sarah heard the carol singers. **Furthermore**, she caught a glimpse of the twinkly Christmas lights.
William thought he has lost everything. **Indeed**, he had lost everyone he had loved.

'Comparative' Connectives
(Despite this, nevertheless, otherwise, in contrast, on the other hand, whereas,

alternatively.)

E.g.
Jack's favourite lesson is Numeracy. **Whereas** my favourite lesson is Literacy.
I dislike exercise. **Despite this** I go to Zumba to try and keep fit.

Clause

A **main clause (independent clause)** is a group of words that tells you about an event and makes sense on its own (she drank some water) or a situation (she was thirsty/she wanted a drink). It usually contains a subject (she in the examples) and verb (drank/was/wanted).

Subordinate clause

A subordinate clause (dependent clause) (e.g. when we went out) is part of the main clause and cannot exist on its own; it must have a main clause added to it.

E.g.
You'll hurt yourself if you're not careful.
Although it was cold, the weather was pleasant enough.
John, who was very angry, began shouting.
The weather, although rather cold, was pleasant enough.
Glad to be home, George sat down in his favourite armchair.
When in Rome, do as the Romans do.

Phrase

A phrase is different to a clause because it only describes the subject and doesn't tell you what it did; IT DOESN'T INCLUDE A VERB:

E.g.
A big dog (a phrase - this refers to 'a big dog' but doesn't say what the dog did or what happened to it).
Whereas this is a clause: a big dog chased me (the dog did something).

Simple sentences

This can also be called a MAIN/INDEPENDENT CLAUSE because it has one clause which makes sense on its own (independent) with a subject and a verb.

E.g.

The boy kicked the ball.
It was raining.
The snow is melting.

Compound sentences

These are made up of **two main clauses linked with a connecting word** (conjunction) like and, but or so. Therefore, **they always have more than one verb**.

E.g.
I missed the bus, but I wasn't late.
The car stopped, and I crossed the road.

Complex sentences

A complex sentence is made up of a **main**/independent clause **and** a **subordinate**/dependent clause. These must be separated with a comma.

E.g.
Even though I'd overslept, I still made the bus in time.
As it was dark, I didn't go outside.
Despite putting on many layers, I was freezing cold.
The table, which was once owned by Henry VIII, sold for a million pounds.
Whilst she trembled with fright, the figure entered the room.
Full of anger and resentment, Fred smashed the mirror.
Glowing with pride, Suzie received her 'Golden Book' certificate.

Article

Examples of an article are: **A,an** and **the.** These usually come before a noun. If you are unsure of the articles in a sentence, cross out the verbs, nouns/pronouns, connectives and adjectives and you will be left with the articles.

E.g.
After **the** argument, they all went home.
We saw **a** magnificent polar bear.
Eating **an** apple keeps you healthy.

Statement

A sentence that tells you something (*gives information).*

E.g.
We gave Grandma some flowers when we visited her in hospital.
The girl was watching the horses.

Question

A sentence that asks you something (demands information). *You will always have a question mark at the end of a sentence.*

E.g.
Are you going to the movies?
When will the cake be cooked?

Command

A sentence that tells you to do something (you want something done).

E.g.
Sit there.
Walk up the stairs.

Adverbial phrase

An adverbial phrase is a group of related words which play the role of an adverb. *Like all phrases, an adverbial phrase does not include a subject and a verb.*

Adverbial phrases answer the questions: how, where or when.

E.g.
It moved **faster than an cheetah**. ***(how)***
The giant approached the village **with loud, thudding footsteps**. ***(how)***

The kite flew **over the tall trees**. ***(where)***
The apple fell **in the flowerbed.** ***(where)***

On the last Friday of the month, I get paid. ***(when)***
I planted some seeds **yesterday morning**. ***(when)***

Double negatives

We should ***not*** use double negatives in our writing!

E.g.
I don't know nothing about robots. ✗ ***(double negative)***
I don't know anything about robots. ✓ ***(correct sentence)***

Direct and indirect speech

We can write speech in two ways. Direct speech and indirect speech (reported speech).

Direct Speech:
In direct speech, the spoken words are in inverted commas (speech marks).
E.g.
"It's raining outside," announced Pete.
Cailtin moaned, "I hate washing the dishes."

Indirect speech:
In indirect speech, speech marks are not used because we are telling somebody else what was said.
E.g.
Oliver explained that he lost his bag on the way to school.
Sandy told me that she eats five fruit and veg a day.

Contraction

A contraction is when two words are made into one, using an apostrophe for omission. For instance, when you say "isn't" instead of "is not." The word "isn't" is a contraction.

E.g.
You're, shouldn't, couldn't are all contractions.

Using 'I' and 'me'

When you are talking about what you have done with somebody else, you need to use 'I' and 'me' correctly.

E.g. You use 'I' if a verb follows:
Claire and I played football.
Kerry and I went to the park.

But you do not use 'I' if a verb doesn't follow instead you use 'me.'

E.g. The box belongs to Paul and me.

The following examples are incorrect:
Me and Hayley like chocolate.
Kelly and me went to the cinema.
It was Pete and I.

Instead these should be:
Hayley and I like chocolate.
Kelly and I went to the cinema.
It was Pete and me.

Formal/informal.

Formal language is used in your writing when you must be polite.
Formal language has stricter grammar rules and often uses more difficult vocabulary.

E.g.
He is going to the dance tonight. NOT He's going to the dance tonight. (no contractions)
George has received the letter. NOT George received the letter. (use the present perfect more often).
She wore the hat that I gave to her. NOT She wore the hat I gave her. (keep the relative pronoun 'that')
Do you want to go to the park? NOT You want to go to the park? (do not delete words)
The vocabulary is often a little different as well.
Please refrain from smoking. (formal)
Please don't smoke. (informal)
You must adhere to these guidelines. (formal)
You must follow these guidelines. (informal)
Here are some more examples:
I thought I'd write/ I am writing to complain about the state of the

yard/condition of the playground. Over the last two weeks, I have noticed loads of rubbish/a great deal of litter.

Active and Passive tense

In the passive tense the subject is moved after the verb:

Active

The boy chased the ball.
A hurricane destroyed the school.
Everyone loved the cake.

Passive

The ball was chased by the boy.
The school was destroyed by the hurricane.
Cake was enjoyed by everyone.