

# ENGLISH APPENDIX 2:

Vocabulary, grammar and  
punctuation  
*terminology for pupils*

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

**PUNCTUATION**



# Vocabulary, grammar and punctuation

## Year 1

### terminology for pupils

<b>Year 1</b>	<u>capital letter</u>	<u>exclamation mark</u>	<u>full-stop</u>
	<u>letter</u>	<u>plural</u>	<u>punctuation</u>
	<u>question mark</u>	<u>sentence, 2</u>	<u>singular</u>
	<u>word</u>		



# Vocabulary, grammar and punctuation

## Year 2

### terminology for pupils

Year 1 terminology plus:

<b>Year 2</b>	<u>adverb</u>	<u>adjective</u>	<u>apostrophe</u>
	<u>comma</u>	<u>command</u>	<u>compound</u>
	<u>exclamation</u>	<u>noun</u>	<u>noun phrase</u>
	<u>question</u>	<u>statement</u>	<u>suffix</u>
	<u>tense</u> <u>[past, present]</u>	<u>verb</u>	



# Vocabulary, grammar and punctuation

## Year 3

### terminology for pupils

Year 1 & 2 terminology plus:

<b>Year 3</b>	<u>a/an</u>	<u>clause</u>	<u>conjunction, 2</u>
	<u>consonant</u>	<u>consonant letter</u>	<u>direct speech</u>
	<u>inverted commas</u>	<u>prefix, 2</u>	<u>preposition, 2</u>
	<u>speech marks</u>	<u>subordinate clause</u>	<u>vowel</u>
	<u>vowel letter</u>	<u>word family</u>	



# Vocabulary, grammar and punctuation

## Year 4

### terminology for pupils

Year 1, 2 & 3 terminology plus:

Year 4	<u>adverbial</u>	<u>determiner</u>
	<u>possessive pronoun</u>	<u>pronoun</u>



# Vocabulary, grammar and punctuation

## Year 5

### terminology for pupils

Year 1, 2, 3 & 4 terminology plus:

<b>Year 5</b>	<u>ambiguity</u>	<u>brackets</u>
	<u>cohesion</u>	<u>dash</u>
	<u>modal verb</u>	<u>parenthesis</u>
	<u>relative clause</u>	<u>relative pronoun</u>



# Vocabulary, grammar and punctuation

## Year 6

### terminology for pupils

Year 1, 2, 3, 4 & 5 terminology plus:

<b>Year 6</b>	<u>active</u>	<u>antonym</u>
	<u>bullet points</u>	<u>colon</u> (:)
	<u>ellipsis</u> (...)	<u>hyphen</u> (-)
	<u>object</u>	<u>passive</u>
	<u>semi-colon</u> (;)	<u>subject</u>
	<u>synonym</u>	



# a/an

If a word begins with a consonant, we write

a bird

a school

a tall mountain.

If a word begins with a vowel, we write

an apple

an amazing time

an owl.



# active/passive

- Many verbs can be active or passive.

**The dog bit Andy. [active]**

*The dog carried out the action.*

**Andy was bitten by the dog. [passive]**

*What was 'done' to Andy.*

By the dog tells us who 'did' it.

- In a passive sentence, it does not say who or what carried out an action.

**The car was parked carefully.**



# adjective

- Adjectives are describing words.

tall, angry, green, old, smooth

- These adjectives are used to describe an noun.
- Adjectives are placed before the noun.

a tall alien,

a green alien

an angry alien.

We can use them together, with commas.

a tall, green and angry alien.



# adverb

- An **adverb** is a word in a sentence that says *how* or *in what way* something is happening.
- Many **adverbs** end in **-ly** but not all.
- Adverbs of **manner**:
  - She listened **carefully**.
  - [oddly, safely, quietly, loudly, slowly, smoothly]
- Adverbs of **time**
  - We had the work completed **earlier**.
  - [weekly, daily, yearly, hourly, later, finally]



# adverbial

- An **adverbial** is an adverb, phrase or clause used to add information to a verb.
- An **adverbial** tells you *where, when, how often, how long or how much* something happens.

I'll meet you **by the swings**.

We caught the bus **yesterday**.

I drive past the school **carefully every day**.

It will me take **all morning** to clean the car.

- An **adverbial** can be a 'fronted **adverbial**:

**Later that day**, I felt better.



# ambiguity

- **Ambiguity** is used to describe a phrase or statement that has more than one interpretation.

**Chasing dogs can be dangerous.**

- Is it dangerous to be near dogs chasing each other?
- Or is it dangerous to chase dogs?

**He saw the boy with binoculars.**

- **Ambiguity** can be used for humour.



# antonym

- An **antonym** is a word that has the opposite meaning of a word.

word

antonym

hot

cold

dark

light

smooth

rough

early

late

wet

dry



# apostrophe ( ' )

- **Apostrophes** look similar to commas BUT are written above letters, not on the line.
- **Apostrophes** are used to show possession [before an 's'].

Amy's pencil

cat's milk bowl

- **Apostrophes** are used to replace letters [contractions].

can't, don't, shan't,

mustn't, I'm, we've



# brackets ( )

- **Brackets** are used to separate a word or phrase that has been added to a sentence as an explanation or afterthought.
- The word or phrase inside the brackets is called a parenthesis.

I looked up (not at the sun of course) and saw my brother's plane heading for Australia.



# • bullet points

- **Bullet points** are used to organise a list in order to make it clear.
- The list is usually introduced with a colon.

**My plans for the holiday:**

- paint the small bedroom
- replant the vegetable garden
- go to see Star Wars
- visit my friend in Southampton.



# capital letter

- A capital letter always begins a sentence.

*Today is my birthday and I am 8 years old.*

- Capital letters are used for days of the week and months of the year.

*Monday, Tuesday, Wednesday, ...*

*January, February, March, ...*

- Capital letters are used for all names.

*London, Clara, Waterloo, Tesco, Wales*

- 'I' is always a capital letter.



# clause

- A **clause** is a group of words in a sentence.
- It can be used as a whole sentence.
- All **clauses** have a **verb**.
- A **sentence** is made up of one or more clauses.

The green bird **pecked** an apple.

Ella **has** five pets because she **likes** animals.



# cohesion

- Writing has **cohesion** [consistency] if it is clear how the different parts fit together.
- **Coherence devices** are words used to show how the different parts of a text fit together - they create **cohesion**. **Coherence** devices include:

determiners and pronouns can refer us back to earlier words,

conjunctions and adverbs can make relationships between words,

We group sentences together in paragraphs.



# colon ( : )

- A **colon** is a punctuation mark of two dots.
- A **colon** can be used to introduce a list.

**Here are my favourite colours: red, yellow, orange and green.**

- A **colon** can be used before an explanation.

**I was extremely hungry: I hadn't eaten for 24 hours.**



# comma ( , )

- A **comma** looks like a full stop with a tail.
  - **Commas** are used to separate things in a list.
- In my basket, I had cheese, milk and bread.
- A **comma** is also used after 'setting the scene' in a sentence, or after a fronted adverbial.

**As soon as I have finished,** we can go into town.

- A **comma** is used after these words and phrases:  
**However, Consequently, Therefore,**  
**Of course, As a result,**



# command

- Commands are bossy, simple sentences.
- Commands usually tell someone what to do.
- Commands begin with a capital letter.
- Commands usually end in an exclamation mark!
- Commands are also sentences as they have a verb in them.
- Commands often begin with a verb.

Don't do that in here!

Tidy up your room!

Take your shoes off!

Ready, steady, go!

Keep off the grass!

Y2



# compound

- A **compound** word has at least 2 root words.
- The two root words are written 'joined together' as a **compound** word.
- A **compound** word usually has a different meaning than the two separate words.

**blackbird, bookshop, snowman, buttercup,**

- Sometimes a hyphen [-] is used in between the two words.

**ice-cream, baby-sit, one-eyed, blow-dry**



# conjunction

- **Conjunctions** are 'connecting words', used to join words or groups of words together. [A junction is where two things join].

*and but or then so if after*

*when before after while because*

- You can also start a sentence with a **conjunction**.

*Ella has five pets **because** she likes animals.*

***When** it stops raining, I'm going out.*



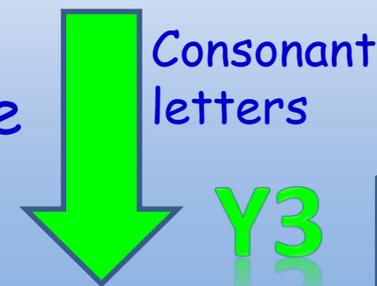
# conjunction

- There are two main types of conjunctions.
  - **Co-ordinating conjunctions** that link phrases or clauses as an equal pair.
  - **Subordinating conjunctions** that link an *independent clause* [one that stands on its own] and a *dependent clause* [one that doesn't stand on its own].
- Other **conjunctions** can be used for
  - addition *also, furthermore, moreover*
  - opposition *however, nevertheless, on the other hand*
  - reinforcing *besides, anyway, after that*
  - explaining *for example, in other words, that is to say*
  - listing *first, firstly, first of all, finally*
  - result *therefore, consequently, as a result*
  - time *just then, meanwhile, later, after that*



# consonant

- A **consonant** is a letter sound made through the use of the lips, tongue or teeth.
- Most of the letters of the alphabet are **consonants**.
- **p** - flow of air stopped by the lips, then released.
- **t** - flow of air stopped by the tongue touching the roof of the mouth, then released.
- **f** - flow of air obstructed by the bottom lip touching the top teeth.
- **s** - flow of air obstructed by the tip of the tongue touching the gum line.



# consonant letter

- Most of the letters of the alphabet are **consonants**. The other 5 letters are vowels.

b c d f g h j k l m

n p q r s t v w x y z



# dash (-)

- A **dash** can show a break in a sentence that is longer, or more important than a break made by a comma.

**The fire spread so quickly - I was scared.**

- **Dashes** are used to separate a word or phrase that has been added to a sentence as an explanation or afterthought. The word or phrase inside the dashes is called a **parenthesis**.

**I looked up - not at the sun of course -  
and saw my brother's plane heading for  
Australia.**



# determiner

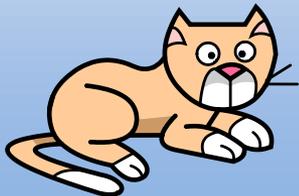
- A determiner specifies a noun as *known* or *unknown*.
- A determiner is either general, specific or a quantifier.
- General determiners: **a, an, any, another, other, what**
- Specific determiners: **the, my, your, his, her, its, our, their, whose, this, that, these, those, which.**
- Quantifying determiners: **all, any, enough, less, a lot of, lots of, more, most, none of, some, both, each, every, a few, fewer, neither, either, several.**
- A determiner can be an article: **a, an, the**
- A determiner can be possessive: **my, your, his, her, our, their**



# direct speech

- **Direct speech** is the words which actually come out of someone's mouth - like the speech bubble in a cartoon.
- **Inverted commas** are used when writing direct speech.

Hello! What do we have here?



# ellipsis (...)

- An **ellipsis (...)** is used to show that a word has been missed out or a sentence has not been finished.

**If only she had ... it doesn't matter now.**

**I looked round the corner ...**

- An **ellipsis (...)** can be used to create tension, excitement or used to create a *cliff hanger* in stories.

**Just then, she saw it...**



# exclamation

- Exclamations are simple sentences.
- Exclamations begin with a capital letter.
- Exclamations usually end in an exclamation mark.
- Exclamations are full of emotion!
- Exclamations can be joyful, wonderful, angry or surprising.

That was amazing!      I'm so happy!

I'll catch you!      Oh dear!

Haven't you grown!      Ouch!

Look out!      Mind the step!      Wow!

What a beautiful day!      Stop!



# exclamation mark !

- An **exclamation mark** is a straight line on top of a dot [sometimes called a wheeeee-bop] **!!!**
- An **exclamation mark** also comes at the end of a special sentence called an **exclamation**.
- An **exclamation mark** is used if the sentence is surprizing, wonderful or urgent.

**Wow, just look at that!**

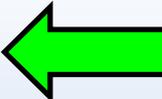
**You have new glasses!**

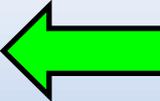
**Hurry up !**



# full stop (.)

- A **full stop** shows where a sentence ENDS.
- A **full stop** is like stopping to take a breath when you are talking.
- A **full stop** is a small dot and it is drawn after the last word and sits on the line.

The little bird pecked the seeds. 

My friend Maya came to tea. 



# hyphen (-)

- A **hyphen** is used to join two words:  
**yellow-haired, money-back, t-shirt.**
- A **hyphen** is used to avoid confusion over meaning.  
**We live next to a mouse eating cat.**  
**We live next to a mouse-eating cat.**

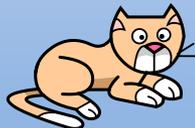


# inverted commas

//

- Inverted commas [speech marks] go around the speaker's words [direct speech].
- We use them in stories to show when a character is talking.
- Start a new line whenever speech is written.
- Use a capital letter whenever someone starts to speak.

“ Hello, ” cackled the witch, “ what do we have here? ”



# letter

- Letters make up words.
- There are 26 letters in the English alphabet.
- Each letter makes a sound: s = sssss, m = mmmm.

a b c d e f g h i j k l m  
n o p q r s t u v w x y z



# modal verb

- **Modal verbs** are used to change the meaning of other verbs.
- They can express meanings such as certainty, ability, or obligation.
- The main modal verbs are:  
**will, would, can, could, may, might, shall, should, must and ought.**



# noun

- **Nouns** are naming words.
- Everything we see and talk about is represented by a word which names it - that word is called a **noun**.
- There are **nouns** for animals, places, objects, people, qualities and measures.

tiger,

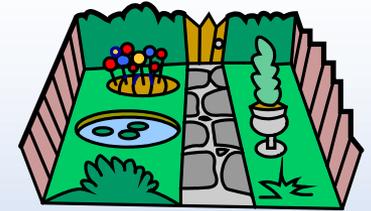
garden,

kettle,

uncle,

kindness,

month



- A *proper noun* is the actual name of a person, place or thing: Lily, Africa, London Bridge.



# noun phrase

- A **noun phrase** is a phrase with a noun at its head.
- Examples of **noun phrases** are in blue as each one tells us more about the cat.

**My cat** is asleep.

**My black cat** is asleep.

**My lazy, black cat** is asleep.

**On the sofa, my lazy, black cat** is asleep.



# object

- The **object** is normally a noun, noun phrase, or the pronoun that comes straight after the verb.
- The **object** shows what the verb is *acting* upon

Year 6 designed some **puppets**. (noun)

Years 3 and 4 put on a **lovely show**.

(noun phrase)

Yummy; I liked **that!** (pronoun)



# parenthesis

- A **parenthesis** is a word or phrase that is inserted into a sentence to add more information.
- A **parenthesis** can be placed in brackets or between dashes or commas.

Arthur (**the dog next door**) often barks early in the morning.

My son - **second from the right** - is running in the final at school.

Frank, **I think**, sings brilliantly.

- **Parenthesis** can refer to brackets themselves.



# prefix

- A **prefix** is added at the beginning of a 'root' word in order to turn it into another word.

**un** + happy = unhappy

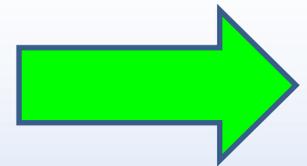
**dis** + appear = disappear

**mis** + behave = misbehave

**re** + do = redo

**im** + possible = impossible

**anti** + clockwise = anticlockwise



# prefix

- **un, dis, mis** have negative meanings - **untied, disagree, misbehave**  
**in, il, im ir**
- **in** can mean *not* - **incorrect**
- if the root word begins with 'l', use **il** - **illegal**.
- if the root word begins with 'm' or 'p', use **im** - **impossible**.
- if the root word begins with 'r', use **ir** - **irregular**.
  
- **re** can mean *again* or *back* - **reappear, return**
- **sub** can mean *under* - **submarine, subdivide**
- **inter** can mean *between* or *among* - **interact, international**
- **super** can mean *above* - **supermarket, superman**
- **anti** can mean *against* - **anticlockwise, antisocial**
- **auto** can mean *self* or *own* - **autograph, autobiography**



# preposition

- Preposition means *positioned before* [a noun].
- Therefore *prepositions* link the following noun, pronoun or noun phrase to some other word in the sentence.
- *Prepositions* describe where [e.g. under, over, between] or when [after, before, during] something happened.

We got home *at* midnight.

Are you coming *with* me?

They jumped *over* a fence.



# preposition

Prepositions can indicate:

time (at midnight/during the film/on Friday),

position (at the station/in a field),

direction (to the station/over a fence).

possession (of this street),

means (by car),

accompaniment (with me).



# pronoun

- A pronoun is word that replaces a noun.
- A pronoun can be personal: I, me, you, he, him, she, her, we, us, they, them, it.
- A pronoun can be possessive: his, hers, mine, ours, yours, theirs, its
- A pronoun can be indefinite: someone, nobody, anything, everything.

Emily watched the film and she loved it.



# punctuation

- Punctuation marks are used in sentences to make the meaning clearer.

<u>full-stop</u>	.	<u>semi-colon</u>	;
<u>capital letters</u>	ABC	<u>dash</u>	-
<u>question marks</u>	?	<u>brackets</u>	( )
<u>exclamation marks</u>	!	<u>ellipsis</u>	...
<u>comma</u>	,	<u>hyphen</u>	-
<u>apostrophe</u>	'	<u>bullet points</u>	•
<u>speech marks</u>	" "	finger space	
<u>colon</u>	:		



# question

- A **question** asks you, or someone something.

**Can we go to grandma's?**

- A **question** usually needs an answer.

**Yes, when we have finished tidying the kitchen.**

- A **question** ends with a question mark: ?

- **Questions** often begin with

**What... Where... When... Which...**

**Why... Is... Are...**



**Y2**



# question mark ?

- A **question mark** comes at the end of a question.  
**Is Maya coming to tea?** ←
- A **question mark** helps you to read it as if you are asking the question.
- When you read it, you add *expression*.  
**Are we there yet?** ←



# relative clause

- 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 **who** or **that** to refer back to that noun, though the relative pronoun **that** is often omitted.
- 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.

*That's the boy who lives near school.*

Y5



# relative pronoun

- A relative pronoun is a pronoun such as **that, which, who, whom, and whose**
- A relative pronoun is often used to begin a relative clause to connect it to the main clause.

I enjoyed the film that we saw last week.

We didn't bring the receipt, which was a big mistake.



# semi-colon (;)

- A **semi-colon** is a punctuation mark, made up of a dot above a comma.
- A **semi-colon** can be used to show a break in sentence.
- If used as a break, a **semi-colon** gives a 'longer' break than a comma.

The girl had never been so terrified; she backed away but there was nowhere to hide.

The film was great; I had a great time.



# sentence

- A **sentence** is a group of words with a verb.
- All **sentences** must make sense.
- All **sentences** begin with capital letter.
- A **sentence** can be a statement, a question, a command or an exclamation.
- A **sentence** ends with a full-stop, a question mark or an exclamation mark.

*It is very sunny today.*

*When are you coming to tea?*

*Shut that door!*



# sentence

- Sentences can be simple [one clause].

**There is a dog next door.**

- Sentences can be compound [2 clauses linked together with a conjunction].

**The ginger cat was sitting on the wall and it jumped onto a rat.**

- Sentences can be complex [a main clause, a conjunction, and a subordinate clause].

**The postman, who was coming down the path, delivered my birthday present.**



# singular/plural

- Singular means *only one*.
- Plural means *more than one*.

## singular

*a cat*

*one year*

*the bus*

*a box*

*my baby*

*our family*

## plural

*two cats*

*6 years*

*those buses*

*ten boxes*

*my babies*

*their families*



# statement

- Statements are simple sentences.
- Statements begin with a capital letter.
- Statements end with a full stop.

The cat was sitting on the wall.

My tummy is rumbling.

It is nearly bedtime.

Goldilocks knocked on the yellow door.



# subject

- The **subject** of a verb is normally the noun, noun phrase, or the pronoun that names the *do-er* or *be-er*.
- The **subject's** normal position is just before the verb in a statement.

The **dog** escaped from the garden.

- The **subject** can be in the first person [I, we], second person [you] or third person [he, she, it, they].



# subordinate clause

- A subordinate clause (or dependent clause) does not make sense on its own.
- A subordinate clause begins with a subordinating conjunction, e.g. when, if, although, because until.

I fished **until the sun went down.**

**Although it had stopped raining,** Anne still wore her raincoat to walk home.



# suffix

- A **suffix** is added at the end of a 'root' or 'base' word in order to turn it into another word.

book + <b>s</b>	=	books
walk + <b>ed</b>	=	walked
wash + <b>ing</b>	=	washing
soft + <b>er</b>	=	softer
length + <b>en</b>	=	lengthen
enjoy + <b>ment</b>	=	enjoyment
good + <b>ness</b>	=	goodness
joy + <b>ful</b>	=	joyful
quiet + <b>ly</b>	=	quietly



# synonym

- An **synonym** is a word that has the same or nearly the same meaning of a word.

word

synonym

hot

boiling

dark

gloomy

smooth

flat

early

first

wet

rainy



# tense

- A **tense** is a type of verb that tells when something happened.
- If something is happening now, it is called present tense.
- If something has already happened, it is called past tense.

## present

I jump a wall.

I am running.

I eat my dinner.

## past

I jumped a wall.

I was running.

I ate my dinner.



# verb

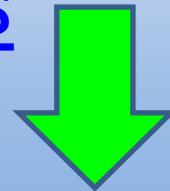
- Verbs are 'doing' words.
- A verb tells of an action.  
talk, talking, talked, run, ran, running  
think, thinking, thought, sit, sat, sitting,  
cook, jump, see, look, watch.
- The most common verb is to be.  
*I am, you are, he is, she has, we are...*  
*I was, you were, she was, we were...*  
*I will be, you will be, he/she/we/it will be.*



# vowel

- A **vowel** is a speech sound which is made without closing or obstructing the airflow from the mouth.
- You don't use your teeth, lips or tongue.
- **Vowels** can form syllables by themselves, or they may combine with consonants.
- **Vowels** can be 'short': a-a-a as in hat, i-i-i as in chin.
- **Vowels** can be 'long': eeee as in sheep.

Vowel letters



Y3



# vowel letters

- In the English alphabet, the letters

**a, e, i, o, u** and **y**

can represent **vowels**.

- 'y' can be a *part-time* vowel.

mummy [ee]

gym [i]

by [ie]



# word

- Letters make up **words**.
- **Words** make sentences.
- Words can be many types - nouns, verbs, adjectives and names.

**cat, go, sleep, sad, Emily**



# word family

- The words in a **word family** are based on a common word, and are normally related to each other by a combination of grammar and meaning.

**teach** - teacher - taught

**see** - seeing - sight - saw

**noise** - noisy - noiseless

**write** - writer - wrote - rewrite

**add** - addition - additional

