**Vocabulary, grammar and punctuation**

The grammar of our first language is learnt naturally and implicitly through interactions with other speakers and from reading. Explicit knowledge of grammar is, however, very important, as it gives us more conscious control and choice in our language. Building this knowledge is best achieved through a focus on grammar within the teaching of reading, writing and speaking. Once pupils are familiar with a grammatical concept [for example ‘modal verb’], they should be encouraged to apply and explore this concept in the grammar of their own speech and writing and to note where it is used by others. Young pupils, in particular, use more complex language in speech than in writing, and teachers should build on this, aiming for a smooth transition to sophisticated writing.

The table below focuses on Standard English and shows when concepts should be introduced first, not necessarily when they should be completely understood. It is very important, therefore, that the content in earlier years be revisited in subsequent years to consolidate knowledge and build on pupils’ understanding.

The grammatical terms that pupils should learn are labelled as 'terminology for pupils'. They should learn to recognise and use the terminology through discussion and practice. All terms in bold should be understood with the meanings set out in the Glossary. 









***The National Curriculum Framework Document 2013***

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| ***GLOSSARY*** |

**Active** – Sentences where the subject of the sentence does the action of the verb.

**Adjective** – A word that describes a noun, e.g. **big** house, **cold** morning.

**Adverb** – A Word that describes a verb, an adjective or other adverbs.

**Adverbial** – A word, or group of words, that behaves like an adverb. It gives more information about a verb or clause.

**Antonyms** – Words that mean the opposite, e.g. **big** and **small**.

**Article** – The words the, a, or an which go before a noun. A type of determiner.

**Clause** – Part of a sentence that contains a subject and verb.

**Conjunction** – A word that joins two clauses or sentences, e.g. and, but, so.

**Contraction** – The new word made by joining two words together with an apostrophe.

**Determiner** – A word that tells you if a noun is general or specific, e.g. **the**, **a** or **an**.

**Homophone** – Words that sound the same but have different meaning, e.g. too and two.

**Main Clause** – A clause that makes sense on its own,

 **e.g. I went out even though it was raining.**

‘I went out’ is the main clause because ‘I went out’ makes sense on its own.

**Modal Verb –** A verb that shows how likely something is, e.g. **We could go out**

**Noun – A word that names something, e.g. Paul, scissors, herd, happiness.**

**Object** – The part of the sentence that the action of the verb is being done to.

**Passive** – Sentences where the subject has something done to it.

**Phrase** – A small part of a sentence, usually without a verb.

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| ***GLOSSARY*** |

**Plural** – More than one of something, e.g. Lots of biscuits, two mice, all his teeth.

**Possessive pronoun** – A pronoun which shows who owns something, e.g. **mine, hers**.

**Prefix** – Letters that can be put in front of a word to change its meaning, e.g. unlock.

**Preposition** – A word that tells you how things are related, e.g. **in, above, before**.

**Pronoun** – Words that can be used instead of nouns, e.g. **I, you, he, it**.

**Relative Clause** – A type of subordinate clause that tells you more about a noun. It is often introduced by a relative pronoun, e.g. **She’s the girl who likes onions**.

**Relative pronoun** – A pronoun that introduces a relative clause, e.g. **who, which, that**.

**Reported speech** – What someone has said, but not in their own words.

**Subject** – The person or thing doing the action of the verb.

**Subordinate clause** – A clause which doesn’t make sense on its own.

 e.g. **While you were out** I **watched TV**.

This bit is the subordinate clause because ‘While you were out’ doesn’t make sense on its own.

**Suffix** – Letters that can be put after a word to change its meaning, e.g. play**ful**.

**Synonyms** – Words that mean the same, e.g. **large** and **big**.

**Verb** – A doing or being word, e.g. I run, he **went**, you **are.**

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| **COMMON PUNCTUATION** |
| **Apostrophes** – show **missing** **letters** and **belonging**.**Brackets** – **separate extra information** in a sentence.**Bullet points** – **separate** different points in a **list**.**Capital letters** – used for **proper nouns** and for **starting** sentences.**Colons** – **introduce some lists** and **join sentences.****Commas** – **separate** items in a list, separate **extra information** in a sentence and **join clauses.** | **Dashes – separate extra information** in a sentence.**Exclamation marks** – show **strong feeling or commands.****Full stops** – show where **sentences end**.**Hyphens – link** **words** or parts of words to make the meaning clear.**Inverted commas** – show **direct speech**.**Question marks** – used at the **end** of **questions**.**Semi-colons** – **separate lists** of **longer things** and **join sentences**. |

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| **USEFUL WORDS** |
| **Command** – A s**entence** that **tells** somebody to **do something.****Direct speech** – The **actual words** that are **said** by someone.**Exclamation** – a **phrase**, or sometimes a sentence, that starts with **‘what’** or **‘how’** and shows **strong emotion**.**Parenthesis** – **Extra information** in a sentence separated by a pair of **commas**, **brackets** or **dashes**. The sentence should make sense if the parenthesis is left out.**Question** – A **sentence** that **asks something**.**Reported speech** – What someone has said, but **not in their own words**.**Statement** – A **sentence** that **gives information**. |