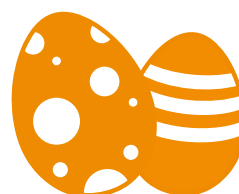


10-4-10

'10 minutes a day for ten days'

Glossary for Parents



**Easter
Revision
2017**

Grammar

<u>Term</u>	<u>Function</u>	<u>Examples</u>
Active voice	Where the <u>subject</u> performs the <u>action</u> . <i>See also: passive voice</i>	The boy <u>kicked</u> the ball. (Subject , <u>action</u>) She <u>smashed</u> the window. (Subject , <u>action</u>)
Adjective	A word that describes a thing (the <u>noun</u> or <u>pronoun</u>).	The boy is tall . (<u>noun</u> , adjective) She is happier than him. (<u>pronoun</u> , adjective) The green bird is happy . (<u>noun</u> , adjective)
Adverb	A word that describes or adds meaning to words other than nouns . They often tell us how , when or where something happened.	He ran quickly . (adverb) Sometimes it rains. (adverb) He soon learnt how to do it. (adverb)
Adverbial phrases	A group of words that could be replaced with one adverb . These can go at the beginning , in the middle or at the end of a sentence.	The girl talked at the top of her voice . (This could be replaced with the adverb ' loudly '.) At around seven o' clock , we walked home. (This could be replaced with the adverb ' later '.)
Antonyms	Two words that mean the opposite of one another.	dark / light tall / short above / below

Clause	A group of words built around a verb. Sentences can be made of one or more clauses. Main clause: This is the most important clause in a sentence. It must make sense by itself. Subordinate clause: This depends on the main clause to make sense. It cannot be a sentence by itself. Relative clause: This is a type of subordinate clause and begins with a relative pronoun, e.g. that, which, who. It tells us more about the noun.	<u>I'll walk to the town</u>, <i>before it gets dark.</i> (Main clause, <i>subordinate clause</i>) <i>As soon as he gets home</i>, <u>we can start cooking.</u> (<i>Subordinate clause</i>, main clause) <u>The man</u>, <i>who was nearly thirty years old</i>, <u>walked along the beach.</u> (Main clause, <i>relative clause</i>,)
Conjunction	Words that link ideas together. Coordinating conjunction: This links two words or phrases together as an equal pair. E.g. and, but, so, or Subordinating conjunction: This introduces a subordinate clause. E.g. although, because, unless, even though	I like vegetables <u>and</u> fruit. (Coordinating conjunction). Do you want tea <u>or</u> coffee? (Coordinating conjunction). I like pineapple, <u>although</u> I don't have it very often. (Subordinating conjunction). I don't buy strawberries, <u>unless</u> they are reduced. (Subordinating conjunction).
Contractions	Two words shortened to make one word. Use an <u>apostrophe</u> to show where letters are missing. (Not often found in formal style writing)	I will → I'll she would → she'd John has → John's will not → won't
Determiners	A word or words that come before a noun or noun phrase. It makes it clearer what – or how many – the noun refers to.	Pass me <u>a</u> pen. Pass me <u>the</u> pen. Pass me <u>that</u> pen. Pass me <u>some</u> pens. Pass me <u>three</u> pens.

Direct speech	This is where the <u>exact words</u> that were spoken are written inside a pair of <u>inverted commas</u>. There is usually also a reporting clause that tells you who said / shouted (etc.) the words.	<u>"Hello,"</u> said mum. (<u>Exact words spoken.</u>) Nathan shouted, <u>"Where are you going? We're late!"</u> (<u>Exact words spoken.</u>)
Modal verbs	These go before another verb and tell us how <u>possible</u> / <u>likely</u> something is. Modal verbs can indicate <u>certainty</u> – something is <u>definitely</u> going to happen (must, will, shall). Modal verbs can indicate <u>possibility</u> – something <u>might</u> happen (can, could, may, might, ought, should, would)	I <u>will</u> go to town. (This is a <u>certainty.</u>) I <u>could</u> go to town. (This is a <u>possibility.</u>) Later on, we <u>shall</u> go running. (This is a <u>certainty.</u>) Later on, we <u>may</u> to go to town. (This is a <u>possibility.</u>)
Noun	<u>Naming words</u> (person, animal, place, thing or idea). <u>Common nouns:</u> general names for a person, place, thing or idea. E.g. boy, town, music, happiness. <u>Proper nouns:</u> names for a specific person, place or thing. E.g. James, London, January. These always begin with a <u>capital letter</u>. <i>See also: <u>pronouns</u></i>	The <u>cat</u> was scared of the loud <u>music</u>. (<u>Common nouns</u>) It is <u>time</u> to get some <u>sleep</u>. (<u>Common nouns</u>) <u>Mr Thomas</u> stood outside <u>Connaught School</u> last <u>Friday</u>. (<u>Proper nouns</u>)
Noun phrases	These are a <u>group of words</u> that could be replaced with <u>one noun</u>.	<u>All of the small dogs</u> raced around the park. (This could be replaced with the noun '<u>dogs</u>'.) Unfortunately, Simon dropped <u>some of the fragile plates</u> onto the floor. (This could be replaced with the noun '<u>plates</u>'.)
Object	This is usually the noun / noun phrase or pronoun that shows what the verb is <u>acting upon</u>. It usually comes straight after the <u>verb</u>. <i>See also: <u>subject</u></i>	The boy <u>dropped</u> a <u>pen</u>. (<u>Verb, object</u>) He <u>drank</u> <u>coffee</u>. (<u>Verb, object</u>) Amy <u>pushed</u> <u>it</u> over. (<u>Verb, object</u>)

Passive voice	Where the subject is having something done to it by something or someone. (The passive voice often uses 'by' i.e. The was..... by.....) See also: active voice	The ball <i>was kicked</i> by the boy. (<i>Action</i> before <i>agent</i>) The window <i>was smashed</i> by the girl. (<i>Action</i> before <i>agent</i>)
Prefix	A letter or group of letters which is added to the beginning of a root word to change its meaning.	do → undo circle → semicircle legal → illegal
Prepositions	Tell you where or when something is / was compared to something else.	He waited inside his car before going out in the rain.
Pronoun	Takes the place of a noun or noun phrase. They are often used to avoid repetition. E.g. I, me, you, he, it, we, us Possessive pronouns: pronouns that indicate <i>belonging</i>. E.g. mine, yours, his, hers, theirs Relative pronouns: introduce a relative clause. E.g. who, which, that	Steve left the book in Westgate. He left it there. (Pronouns) James and Becci read some books. They read them. (Pronouns) That is my book. That is mine. (Possessive pronoun) This pen, which has a blue lid, is brand new. (Relative pronoun)
Sentence	A sentence is made up of one or more main clauses. There are different types of sentences. Command: This tells someone to do something. These often start with a verb. Exclamation: Where you are saying something surprising or with force. These end with an exclamation mark. Question: This asks for information. They often start with a question word. They must end with a question mark. Statement: This gives information. It usually has the subject before the verb. It usually ends in a full stop.	Don't shout out. (Command) Stop doing that. (Command) What a surprise it was! (Exclamation) How amazing it is! (Exclamation) Is that yours? (Question) I'm excited, are you? (Question) I am hungry. (Statement) Next week I am going abroad. (Statement)

Singular and plural	Most nouns have a singular and plural form – singular for ‘one’ and plural for ‘more than one’. Usually nouns can be changed to plural by adding ‘s’. Some words have irregular plural forms and others stay the same for singular and plural.	1 pot → 2 pots 1 tooth → 2 teeth (Irregular) 1 fish → 2 fish (No change)
Standard English	The formal version of English.	I did my homework. (NOT ‘I done’) We were walking home. (NOT ‘We was’)
Subject	This is usually the noun, pronoun or noun phrase that is doing what the verb says. It usually comes before the verb. <i>See also: object</i>	The boy <u>dropped</u> a pen. (Subject, verb object) He <u>drank</u> coffee. (Subject, verb) Amy <u>pushed</u> it over. (Subject, verb)
Suffix	A letter or group of letters which is added to the end of a root word to change its meaning.	do → <u>doing</u> agree → <u>agreement</u> legal → <u>legalise</u>
Synonym	Two words that have a similar meaning to one another.	happy / cheerful big / large angry / furious
Verb	‘Doing’ or ‘being’ words <i>See also: modal verb</i>	I jumped around the garden. I have three pens. She is tired but I am not.

<u>Tenses</u>		
<u>Term</u>	<u>Function</u>	<u>Examples</u>
Future (simple)	For an action which <u>will</u> happen in the <u>future</u>. Usually uses '<u>will</u>' and then the verb.	They <u>will</u> live in London. He <u>will</u> walk home. I <u>will</u> eat dinner.
Past (simple)	For an action which <u>was completed</u> in the <u>past</u>. Usually uses verbs with the <u>-ed</u> suffix.	They <u>lived</u> in London. He <u>walked</u> home. I <u>ate</u> dinner. (<i>Irregular verb</i>)
Present (simple)	For something that is happening now or generally happens frequently or regularly. Can describe habits or something that is generally true.	They <u>live</u> in London. (True) He <u>walks</u> home. (Happening now) I <u>eat</u> dinner. (Frequent habit) I <u>visit</u> Gran every Christmas. (Regular habit)
Progressive	The progressive tense is used for actions that are <u>ongoing</u>. <u>Present progressive:</u> Use the present form of 'to be' and the present form of the <u>main verb</u>, (an '<u>ing</u>' ending). <u>Past progressive:</u> Use the past form of 'to be' and the present form of the <u>main verb</u>, (an '<u>ing</u>' ending).	<u>Present progressive:</u> I <u>am</u> walking. She <u>is</u> going. They <u>are</u> eating. (<i>Irregular main verb</i>) <u>Past progressive:</u> I <u>was</u> walking. She <u>was</u> going. They <u>were</u> eating. (<i>Irregular main verb</i>)

Perfect	The perfect tense is used for actions that started in the past and have either been completed or are continuing into the present. <u>Present perfect:</u> Use the <u>present</u> form of 'to have' and the <u>past</u> form of the <u>main verb</u>, (usually an 'ed' ending). <u>Past perfect:</u> Use the <u>past</u> form of 'to have' and the <u>past</u> form of the <u>main verb</u>, (usually an 'ed' ending).	<u>Present perfect:</u> I <u>have</u> walked. She <u>has</u> gone. (<i>Irregular main verb</i>) They <u>have</u> eaten. (<i>Irregular main verb</i>) <u>Past perfect:</u> I <u>had</u> walked. She <u>had</u> gone. (<i>Irregular verb</i>) They <u>had</u> eaten. (<i>Irregular verb</i>)
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Punctuation

<u>Term</u>	<u>Function</u>	<u>Examples</u>
Apostrophes	For omission: Show you have omitted (missed out) some letters, often when joining words together. <u>See:</u> contractions. For possession: Show that one thing belongs to another.	For omission: have not → haven't she will → she'll For possession: The tree's leaves. (The leaves belong to the <u>tree</u>.) The trees' leaves. (The leaves belong to the <u>trees</u>.)
Brackets	Used to add extra information that is not essential. The sentence should make sense even if the information in the brackets is ignored.	Mr Arnold (<i>my new neighbour</i>) shouted at my cat. The tree in my garden (<i>a large oak</i>) was chopped down last night.
Capital letters	Used at the beginning of a sentence or for proper nouns.	Tomorrow M rs G reen is going to walk to B agshot.
Colons	Used before a definition or an explanation about something or to introduce a list.	I know what to do: I'll use a bucket and spade. (<i>explanation</i>) Spiders: small black creatures with eight legs. (<i>definition</i>) I have three cats: Tom, Jerry and Smudge. (<i>introduce a list</i>)
Commas	1. Separate <u>items in a list</u> 2. Separate <u>parts of a sentence i.e. clauses</u>.	1. I need to buy flour, eggs and milk. 2. Tom, who is my friend, met me in town.
Dashes	Used to separate parts of a sentence.	The men – all fifty of them – started to run towards the new shop. The girl finally arrived at my house – only one hour late!
Exclamation marks	Show when something is <u>surprising</u> or said with <u>force</u>.	Wow! That's amazing! Bang! That was loud!

Full stops	Used at the <u>end of a sentence</u>.	His name is Ben. I live in London.
Hyphen	Used to link two or more words together, often to make the meaning clearer.	I have five <u>ten-pound</u> notes. The <u>seven-year-old</u> boy stood up.
Inverted commas	Go around <u>speech</u> (what someone has said). Speech always begins with a capital letter, even if there is a <u>reporting clause</u> first (e.g. <u>Tom said</u> , "Hi."). A comma is used to introduce the speech. The <u>end punctuation</u> goes before the closing inverted commas. (e.g. "How are you?" "That's great!" shouted Amy.)	<u>"Hello,"</u> said mum. Nathan shouted, <u>"Where are you going? We're late!"</u>
Question marks	Show that someone has asked a <u>question</u>.	What is your name? Where are you going?
Semi-colons	Used to link two complete sentences on the same theme or to separate items in a complex list.	She dropped the bag; it was heavy. Mr Philips was tired; he hadn't slept well the previous night. They bought lots of things in the supermarket: fresh fruit; boxes of cereal; and some salad.