
Spelling, Grammar and Punctuation Definitions

A Reference Guide for Teachers and Parents

2020

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	Feature	Definition	Example	Year Group (Curriculum Guidelines)
PARTS OF A SENTENCE	Subject	The who or what in a clause that is performing the verb.	<u>The girl</u> ran home. The apple was pecked by <u>it</u> .	Yr 6
	Object	The who or what in a clause that is acted upon by a verb.	The girl ran <u>home</u> . <u>It</u> was pecked by a bird.	Yr 6
	Phrase	A group of words that <u>does not</u> contain a verb. <i>(Also see Noun Phrase, Adverbial Phrase and Prepositional Phrase.)</i>	the shy girl in the deep, dark forest at the beginning of the week	<i>For Reference</i>
	Clause	A group of related words containing a subject and a verb. The subject can be implicit. <i>Main Clause</i> A group of words containing a subject and a verb and expresses a complete thought. <i>(for Subordinate Clause and Relative Clause see Subordinating Conjunctions)</i>	the dog was barking which caught it <u>It was raining</u> but <u>the sun was shining</u> . (two main clauses) The man <u>who wrote it</u> told me <u>that it was true</u> . (one main clause containing two subordinate clauses)	Yr 3
	Sentence	<i>Simple Sentence</i> Has one main clause (subject and verb) <i>Compound Sentence</i> Has main clauses that are linked by a co-ordinating conjunction. Both clauses carry equal weight. <i>Complex Sentence</i> Has 2 or more clauses, in which one clause is dependent on the other (eg. a main and subordinate clause). The clauses are linked in a way that shows interrelationship.	The boy ran away. The boy ran away and all the dogs barked. The boy ate alone because all the children ran away.	Yr 1 Yr 1 Yr 2
	Statement	A sentence that declares (states) something that is true or false.	The sun is blue. I am going to the beach.	Yr 2
	Exclamation	A sentence (so it contains a verb) that begins with <i>how</i> or <i>what</i> and ends in an exclamation mark. If it does not contain a verb (e.g. How	What a hot day it is! How colourful you are!	Yr 2

WORD TYPES & CLASSES		lovely!) it is an exclamatory phrase.		
	Question	A sentence that could be responded to and ends in a question mark.	Where are we going? Who are you?	Yr 2
	Command	A sentence that contains an imperative verb which means the sentence requires an action in response (it asks for something to be done). The subject can be implied (eg. a sentence that 'talks' to <u>you</u>) or it can be explicit.	Go away! Adam, put that down! Cut the carrot diagonally.	Yr 2
	Parenthesis	A word or phrase that is added into a sentence to give additional information. Brackets, dashes or commas are used. Parenthesis does not have to appear in the middle of a sentence.	The boat (<u>a wooden canoe</u>) won the competition. The teacher, <u>a young woman</u> , taught the class. Her latest song – <u>Wild Thoughts</u> – was number one. They will be taking Jamie, <u>a young man from London</u> .	Yr 5
WORD TYPES & CLASSES	Noun	Words that name a person, place, thing or idea. These can be described as either Common or Proper. Something you can hold. <i>Singular Nouns</i> A noun that refers to one person, place thing or idea. <i>Plural Nouns</i> A noun that refers to more than one person, place, thing or idea. <i>Common Nouns</i>	cat, tree, kitchen, Monday, Jane, Paulton, bunch, team, swarm, truth, hope, guys, dogs cat, Jane, hope guys, dogs cat, tree, kitchen	Yr 2 Yr 1 Yr 1 <i>For Reference</i>

		<p>A noun that describes types of objects or concepts</p> <p><i>Proper Nouns</i> A noun that describes people, places or 'times'.</p> <p><i>Collective Nouns</i> A noun that describes a group. (can be considered plural)</p> <p><i>Abstract Nouns</i> A noun that describes a feeling or concept you cannot touch or see.</p>	<p>Monday, Jane, Paulton</p> <p>bunch, team, swarm</p> <p>truth, hope</p>	<p><i>For Reference</i></p> <p><i>For Reference</i></p> <p><i>For Reference</i></p>
	Noun Phrase	<p>A phrase (group of words) built around a noun that <u>does not</u> contain a verb.</p> <p><i>Expanded Noun Phrase</i> Longer noun phrases that give extra detail, with modifying adjectives, nouns and prepositional phrases.</p>	<p><u>The tall girl</u> walked away. <u>Adult foxes</u> like to run.</p> <p><u>Almost all healthy adult foxes in this area</u> can jump.</p>	<p>Yr 2</p> <p>Yr 4</p>
	Pronoun	<p>Words to replace a noun.</p> <p><i>Singular Pronouns</i> Pronouns to describe one thing or person.</p> <p><i>Plural Pronouns</i> Pronouns to describe more than one thing or person.</p> <p><i>Possessive Pronouns</i> Pronouns to show possession.</p> <p><i>Relative Pronouns</i> Pronouns that relate/refer to the subject (noun). (also see 'Relative Clause'.)</p>	<p>it, you, she, he, I, mine, yours, his, they, we, ours, their, who, which, that</p> <p>it, you, she, he, I, mine, yours, his</p> <p>they, we, ours, their</p> <p>his, ours, theirs</p> <p>who, which, that</p>	<p>Yr 4</p> <p><i>For Reference</i></p> <p><i>For Reference</i></p> <p>Yr 4</p> <p>Yr 5</p>
	Determiner	<p>Words to introduce a noun or noun phrase.</p> <p><i>Article</i> The most common determiners</p>	<p>a, an, the, every, this, those, one, some, many</p> <p>a, an, the</p>	<p>Yr 4</p> <p><i>For Reference</i></p>
	Adjective	<p>Words to describe a noun or pronoun. Describing word.</p>	<p>A <u>shy</u> child, <u>blue</u> notebook and <u>rotten</u> apple.</p>	<p>Yr 2</p>

			The jumper was <u>enormous</u> .	
	Verb	<p>Words to describe an action or state. Doing word.</p> <p><i>Auxiliary Verb</i> Verbs used with main verbs</p> <p><i>Modal Verb</i> A type of auxiliary verb (it's used with another verb) which can express meanings such as certainty, ability, or obligation</p> <p><i>Imperative Verb</i> A type of verb that creates an imperative sentence (a sentence that gives an order or command).</p>	<p>The film <u>was</u> exciting. (state)</p> <p>Jane <u>baked</u> a cake. (action)</p> <p>be, have, do, might, should I <u>am</u> going to the shops.</p> <p>will, would, can, could, may, might, shall, should, must, ought</p> <p><u>Give</u> me that pen.</p> <p>John, <u>put</u> that down!</p>	<p>Yr 2</p> <p><i>For Reference</i></p> <p>Yr 5</p> <p><i>For Reference</i></p>
	Subjunctive Verbs THEY GET THEIR OWN BOX!	<p>Used to set a formal mood. It expresses things that could or should happen and can express wishes, hopes, commands, demands or suggestions.</p> <p>1) Use of be and were instead of am, is, are, was.</p> <p>2) Skips the -s on the verb when using he, she, it.</p>	<p>I advise We demand You suggest</p> <p>SEE THE NEXT PAGE FOR MORE INFORMATION</p> <p>If only I <u>were</u> ten years younger. (instead of was) I demand they <u>be</u> released. (instead of are)</p> <p>I suggested he <u>face</u> up to the bully. (instead of faces)</p>	<p>Yr 6 SATs use 'were'</p>
	Adverb (Adverbial)	<p>Single words that modify (change or add to the meaning of) verbs, adjectives and adverbs (and clauses).</p> <p>Note: they <u>do not</u> modify nouns. Describes a doing word/verb.</p> <p>-ly adverbs</p>	<p>He moved <u>slowly</u> down the path. (modifying verb – move)</p> <p>That match was <u>really</u> exciting. (modifying adjective – exciting)</p> <p>We don't get to dance <u>very often</u>. (often modifies verb – dance AND very modifies adverb – often)</p> <p><u>Fortunately</u>, it didn't rain. (modifying clause – it didn't rain)</p> <p>bravely, loudly</p>	<p>Yr 2</p>

		<p>Adjectives with the suffix –ly to modify into adverbs.</p> <p><i>Express time, place or cause.</i></p> <p><i>Indicate degrees of possibility</i></p> <p><i>Linking across paragraphs</i></p> <p>Using adverbs of time, place and number.</p> <p>Time Connectives</p>	<p>then, next, soon, therefore</p> <p>perhaps, surely</p> <p>later, nearby, secondly</p>	<p>Yr 3</p> <p>Yr 5</p> <p>Yr 5</p>
Adverbial Phrases	<p>A phrase (group of words) that modifies the meaning of a verb or clause.</p> <p>It explains how, where or when something happens.</p> <p><i>Fronted Adverbials</i></p> <p>Adverbial phrases/adverbs that begin a sentence followed by a comma.</p>	<p>The teacher screamed <u>in front of the mirror</u>.</p> <p>The squirrel climbed <u>at the break of day</u>.</p> <p><u>Carefully</u>, the frog jumped.</p> <p><u>In the deep, dark jungle</u>, the lion prowled.</p>	Yr 4	
Preposition	<p>Words that show a nouns relationship to another word in the sentence.</p> <p>Shows where something is.</p>	behind, throughout, on, into	Yr 3	
Prepositional Phrase	<p>A phrase (group of words) built around a preposition.</p> <p>Prepositional phrases can act both as adjectives and adverbs and is considered a type of adverbial phrase.</p>	<p>The sweet potatoes <u>in the vegetable bin</u> are rotten. (acting as an adjective)</p> <p><u>Before class</u>, Josh went for a walk. (acting as an adverb)</p>	For Reference	
Conjunction	<p>Words that join together phrases or clauses.</p> <p>CONNECTIVES</p> <p><i>Subordinating Conjunctions</i></p> <p>Conjunctions that show cause and effect.</p> <p><i>Co-ordinating Conjunctions</i></p> <p>Conjunctions that join main clauses (sentences).</p> <p>FANBOY</p>	<p>when, because, if, so, while, after, and, but, or</p> <p>when, because, if, so, while, after</p> <p>and, but, or</p>	<p>Yr 2</p> <p>Yr 2</p>	
Subordinate Clause	<p>A clause that is dependent of a main clause and begins with a subordinating conjunction.</p> <p>This clause does not make sense on its own.</p>	<p>The frog jumped <u>because the boy splashed the water</u>.</p> <p><u>Before washing his hands</u>, the boy found some soap.</p>	Yr 3	
Relative Clause	<p>A type of <u>subordinate clause</u> that begins with a relative pronoun.</p> <p>Commas go around the clause.</p>	<p><i>Relative Pronouns</i>: who, which, that, when, whom</p>	Yr 5	

			The dog, <u>who was barking</u> , jumped up at the window.	
	Simile	A figure of speech that compares two things by using the words 'like' or 'as'.	White as a ghost. Swims like a fish.	<i>For Reference</i>
	Metaphor	A figure of speech that describes a place, subject or object as something unlikely and not literal.	Drowning in debt. The world is a stage.	<i>For Reference</i>
TENSES & VOICES	Simple Tense	A verb is used in its present or past form without any other verbs modifying it.	Jane <u>works</u> hard. (present) Bill <u>jogged</u> to school. (past)	Yr 2
	Progressive Tense	Used to describe actions happening over a period of time. The verb (always in its present tense with a suffix of -ing) is accompanied by a 'to be' verb. <i>Progressive Verbs</i> Refers to the verbs used to indicate the progressive tense.	am, are, is + verb-ing (present) was, were + verb-ing (past) I <u>am walking</u> home. (present) Dave <u>was eating</u> an apple. (past)	Yr 2
	Perfect Tense	Used to describe actions that are/have been completed. The verb (always in its past tense) is accompanied by a 'have' verb. <i>Perfect Verbs</i> Refers to the verbs used to indicate the perfect tense.	have, has + past verb (present) had + past verb (past) I <u>have eaten</u> cake. (present) They <u>had danced</u> all night. (past)	Yr 3
	Present Perfect Progressive Tense	A combination of both the progressive and perfect tenses. Used to describe actions happening over a period of time and are/have been completed. The verb (always in its present tense with a suffix of -ing) is accompanied by a 'have' verb and the 'to be' verb - been.	have, has + verb-ing (present) had + verb-ing (past) It <u>has been</u> raining. (present) Sue <u>had been practising</u> for an hour when I called. (past)	<i>For Reference</i>
	Active Voice	A sentence in which the subject comes before the object.	Jane caught the ball. Mum baked a cake yesterday.	Yr 6
	Passive Voice	A sentence in which the object comes before the subject.	The ball was caught by Jane.	Yr 6

			A cake was baked by Mum yesterday.	
PUNCTUATION	Capital Letter	Used to begin a sentence, important words in titles, proper nouns, acronyms, and *contractions. <i>*see example</i>	SciFi = Science Fiction	Yr 1
	Full Stop	Used at the end of a sentence and abbreviations. If an abbreviation ends a sentence a second full stop is not required.	Dec. = December	Yr 1
	Comma	Used: <i>to separate items in a list</i>	I would like cheese, lettuce and tomato.	Yr 2
		<i>after a fronted adverbial</i> <i>(see fronted adverbial)</i>	In the forest, I ran for my life.	Yr 4
		<i>after a reporting clause when beginning speech</i>	Jane said, "Hello."	Yr 4
		<i>to clarify meaning or avoid ambiguity</i>	Let's eat Grandma. Let's eat, Grandma.	Yr 5
	Apostrophe	Used: <i>to show contraction</i>	can't, she's, I'll	Yr 2
		<i>to show singular possession</i> Belongs to a singular noun. Add an apostrophe and -s (only add an apostrophe if the noun ends in -s)	Liam = Liam's hat. Cat = The cat's hat. Jones = Mrs Jones' hat.	Yr 2
		<i>to show plural possession</i> Belongs to a plural noun. Add just an apostrophe if it ends in -s (add an apostrophe and -s if the plural noun does not end in -s)	Actresses = The two actresses' roles. Guys = The guys' night out. Children = The children's slide.	Yr 4
	Exclamation Mark	Used to show emotion, emphasis or surprise. Can be used at the end of a statement, command or exclamation.	That is amazing! (statement) Go away! (command) How lovely it is! (exclamation)	Yr 1
	Question	Used at the end of a sentence to show a	Will you go with me?	Yr 1

Mark	direct or rhetorical question.	<p>I wonder if he would go with me?</p> <p>I wonder if he would go with me. OR</p> <p>I wonder: would he go with me?</p>	
Inverted Commas	<p>Used to show direct speech.</p> <p>Indirect speech is reporting what someone says without quoting them directly (no “ ” required).</p> <p><i>Full Speech Punctuation</i></p> <ol style="list-style-type: none"> 1) Change in speaker = new line. 2) Begin speech with “ 3) Begin each sentence of speech with a capital letter. 4) End the speech with a . , ! or ? 5) Include a reporting clause <p><i>Reporting Clause</i></p> <p>If beginning speech it begins with a capital letter and a comma is required after. If ending speech it begins with a lower case letter and a full stop is required after. If the reporting clause is in the middle of the same speaker’s speech it begins with a lower case letter and can either end in a , followed by “ then lower case letter or end in a . followed by “ and a capital letter.</p>	<p>“I am hungry”</p> <p>He told his friends how excited he was.</p> <p>“I am so hungry,” said Jane. “Me too. I am famished!” replied her sister. “What should we get?” asked Jane, “maybe, sushi?” “I don’t like sushi,” her sister said. “It’s disgusting!” Jane replied, “Well I fancy sushi now, so that is what I am going to get.”</p>	<p>Yr 3 only required to learn “ ” use</p> <p>Yr 4</p> <p>Yr 4</p>
Ellipsis	Used when is a missing word or phrase and to express hesitation, changes of mood, suspense, or thoughts trailing off.	<p>Pride is one thing, but what happens if she ...?</p> <p>"I really... don't ... understand this," he panted.</p>	Yr 6
Brackets	Can be used to show parenthesis.	The boat (<u>a wooden canoe</u>) won the competition.	Yr 5
Dash	<p>Used:</p> <p><i>to show parenthesis</i></p> <p><i>to mark the boundary between independent clauses.</i></p>	<p>Her latest song – Wild Thoughts – was number one.</p> <p>She might come to the party - you never know.</p>	<p>Yr 5</p> <p>Yr 6</p>

	Hyphen	Used to join two or more words together to avoid ambiguity.	man eating shark man-eating shark recover re-cover	Yr 6
	Bullet Points	Used to list information. If the text that follows the bullet point is not a proper sentence, it does not need to begin with a capital letter or end with a full stop. However, if you choose to begin one bullet point with a capital letter they all should for consistency.	<ul style="list-style-type: none"> • text books • scissors • tray labels <ul style="list-style-type: none"> • We will buy text books. • I will borrow the scissors. • You will laminate tray labels. 	Yr 6
	Colon	Used: <i>to introduce an item or list (avoid using after a verb)</i> <i>between independent clauses</i> when the second sentence explains, illustrates, paraphrases, or expands on the first sentence	Ingredients: He got what he worked for: he really earned that promotion.	Yr 6 Yr 6
	Semi-colon	Used: <i>to mark the boundary between independent clauses</i> <i>in descriptive lists</i> <i>within lists when commas are used within the items of the list</i>	Call me tomorrow; you can give me an answer then. At the circus we saw a clown juggling with swords and daggers; a lion who stood on a ball; a fire eater with flashing eyes; and an eight year old acrobat. You should choose ham, chicken, or char-grilled vegetable sandwiches; cups of tea, Bovril, or coffee; or red wine.	Yr 6 Yr 6 Yr 6
SPELLING	Root Word	A word in its simplest form, to which prefixes and suffixes can be added to change the meaning.	unemployment employ = root word un = prefix ment = suffix	Yr 1
	Prefix	Letters added to the beginning of a word to modify its meaning. All prefixes hold meaning by themselves; however they are not considered words.	unhappy happy = root word un = prefix	Yr 3
	Suffix	Letters added to the end of a word to	tasteless	Yr 2

		modify its meaning. All suffixes hold meaning by themselves; however they are not considered words.	taste = root word less = suffix	
	Compound Word	A word containing two root words.	blackboard, daydream, outgrow, bone-dry	<i>For Reference</i>
	Word Families	A group of words that are related to each other. <i>Common root word.</i> <i>Common feature.</i>	 help, helpful, helper cat, mat, hat, pat	Yr 3
	Antonym	Two words with opposite meanings.	hot – cold	Yr 6
	Synonym	Two words with the same/similar meanings.	talk – speak	Yr 6
	Homophone	Two words that sound exactly the same, but are spelled differently and have different meanings.	hear, here some, sum	Yr 2 Unique homophones for each yr group.
	Homonym	Two words that are spelled and sound exactly the same, but have different meanings.	Has he <u>left</u> yet? Yes – he went through the door on the <u>left</u> . The noise a dog makes is called a <u>bark</u> . Trees have <u>bark</u> .	<i>For Reference</i>
	Idiom	A group of words which together do not hold their typical meanings.	over the moon = very happy	<i>For Reference</i>