

Literacy Glossary

| Term | Definition |
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| Active Voice | <p>A verb in the active voice has its usual pattern of subject and object – contrast passive voice.</p> <p>During the afternoon, the children will follow the nature trail and learn about the trees, flowers and wildlife in this interesting habitat.</p> |
| Abbreviation | <p>A word or a phrase which has been shortened, it can also be initial letters pronounced separately.</p> <p>E.g.</p> <ul style="list-style-type: none"> a) math – mathematics b) Brit – British c) KG – kilogramme d) RAF – Royal Air Force |
| Accent | <p>Features of pronunciation which varies according to the speaker’s regional and social origin. All oral language, including standard English, is spoken with an accent. The term accent refers to pronunciation only.</p> |
| Acronym | <p>An acronym is an abbreviation which is made up of the initial letters of a group of words, and is pronounced as a single word.</p> <p>E.g.</p> <ul style="list-style-type: none"> laser (light amplification by the stimulated emission of radiation) Aids (Acquired immune deficiency syndrome) NATO (North Atlantic Treaty Organization) RAM (Random Access Memory) <p>Acronyms are to be contrasted with abbreviations in which the separate letters are pronounced.</p> |
| Acrostic | <p>A poetic form which is organised by the initial letters of a key word, either at the beginning of lines, or with lines arranged around them:</p> <p>Whistling wildly In a Northern Direction</p> <p>Blowing Rain Round and round.</p> |
| Active and Passive | <p>Many verbs can be active or passive. For example, <i>bite</i>:</p> <p><i>The dog bit Ben.</i> (active) <i>Ben was bitten by the dog.</i> (passive)</p> |

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| | <p>In the active sentence, the subject (<i>the dog</i>) performs the action. In the passive sentence, the subject (<i>Ben</i>) is on the receiving end of the action. The two sentences give similar information, but there is a difference in focus. The first is about what the dog did; the second is about what happened to Ben.</p> <p>All passive forms are made up of the verb <i>be</i> + past participle: Active: <i>Somebody saw you.</i> <i>We must find them.</i> <i>I have repaired it.</i></p> <p>Passive: <i>You were seen.</i> <i>They must be found.</i> <i>It has been repaired.</i></p> <p>In a passive sentence, the 'doer' (or agent) may be identified using <i>by ...</i>: <i>Ben was bitten by the dog.</i></p> <p>But very often, in passive sentences, the agent is unknown or insignificant, and therefore not identified: <i>The computer has been repaired.</i></p> <p>Passive forms are common in impersonal, formal styles. For example: <i>It was agreed that ...</i> (compare <i>We agreed that ...</i>). <i>Application forms may be obtained from the address below.</i></p> |
| Adjective | <p>A word that describes someone or something. It can:</p> <ul style="list-style-type: none"> • Pre-modify a noun e.g. big book • be used on its own as a complement e.g. the book is big. • intensified e.g. the very big book. • appear as a comparative e.g. the bigger book. • appear as a superlative e.g. the biggest book. • be modified into adverbs by adding -ly e.g. sad → sadly, great → greatly. But not old → oldly. |
| Adjectival Phrase | <p>A group of words acting together as an adjective. e.g. The man with the tall white hat is the chef.</p> |
| Adjectival Clause | <p>A group of words acting together as an adjective but containing a verb. e.g. The man who is wearing the tall white hat is the chef.</p> |
| Adverb | <p>Adds meaning to a verb. They can:</p> <ul style="list-style-type: none"> • pre-modify a word, phrase or sentence e.g. You sounded terribly anxious (adverb + adjective) You spoke very anxiously (adverb + adverb) I spoke to nearly everyone (adverb + pronoun) We had quite a noisy party (adverb + noun phrase) |

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| | <p>We thoroughly enjoyed our holiday (adverb + verb) Really, it was awful! (adverb + sentence)</p> <ul style="list-style-type: none"> • there are 7 types of adverb: How – slowly, happily, solemnly Where – outside, upstairs, under When – yesterday, afterwards How often – regularly, yearly Why – therefore, because Degree – very, extremely Negation – neither, nor |
| <p>Adverbials/ adverbial phrases</p> | <p>A group of words that function in the same way as a single adverb e.g. He shouted in anger. (how) The dog was in the garden. (where) The parcel arrived a few days ago. (when) Every Sunday the family went for a meal. (how often) The meeting was cancelled because of the storm. (why)</p> <p>An adverbial phrase is a group of words that functions in the same way as a single adverb. For example: <i>by car, to school, last week, three times a day, first of all, of course</i>: <i>They left yesterday.</i> (adverb) <i>She looked at me strangely.</i> (adverb) <i>They left a few days ago.</i> (adverbial phrase) <i>She looked at me in a strange way.</i> (adverbial phrase)</p> <p>Similarly, an adverbial clause functions in the same way as an adverb. For example: <i>It was raining yesterday.</i> (adverb) <i>It was raining when we went out.</i> (adverbial clause).</p> |
| <p>Affix</p> | <p>A morpheme which is not in itself a word, but is attached to a word. An affix can be a prefix (<i>intolerant, dislike</i>) or a suffix (<i>kindness, playing</i>).</p> |
| <p>Agreement (or concord)</p> | <p>In some cases the form of a verb changes according to its subject (so the verb and subject 'agree').</p> <p>This happens with the verb <i>be</i>: <i>I am/he is/they are</i> <i>I was/you were</i></p> <p>and the third person singular (<i>he/she/it</i>) of the present tense: <i>I like/she likes</i> <i>I don't/he doesn't</i></p> <p>Note that singular collective nouns (eg <i>team, family, government</i>) can take a singular or plural verb form.</p> <p>E.g. <i>The team (= it) is playing well.</i></p> |

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| | <p><i>The team (= they) are playing well.</i></p> <p>There are a few cases where a determiner must agree with a noun according to whether it is singular or plural.</p> <p>E.g. <i>this house these houses</i> <i>much traffic many cars</i></p> |
| Alliteration | <p>The repetition of the same consonants (usually the initial sounds of words or of stressed syllables) at the start of several words or syllables in sequence or in close proximity to each other. e.g. The <u>s</u>nake <u>s</u>lithered up the <u>s</u>lope towards it's prey.</p> |
| Alphabetical Order | <p>Putting words alphabetically means arranging the words in the order of the alphabet by using the first letters of the words. When the first letters are the same, you use the second letters, and if they are the same use the third, and so on.</p> <p>E.g. a) By the first letter: arch, baby, cat, dwarf, elephant b) When the first letter is the same: abseil, adore, ailment, ant, artistic c) When the first two letters are the same: pink, pioneer, pirouette, pitch, pixie</p> |
| Ambiguity | <p>A phrase or statement which has more than one possible interpretation. This sometimes arises from unclear grammatical relationships. For example, in the phrase: <i>'police shot man with knife'</i>, it is not specified whether the man had the knife or the police used the knife to shoot the man. Both interpretations are possible, although only one is logical. In poetry, ambiguity may extend meanings beyond the literal.</p> <p>The sentence: <i>'Walking dogs can be fun'</i> has two possible interpretations: <i>'it is fun to take dogs for walks'</i> or <i>'dogs which go walking are fun'</i>.</p> <p>Ambiguity is often a source of humour. Ambiguity may be accidental or deliberate.</p> |
| Analogy | <p>Perception of similarity between two things; relating something known to something new; in spelling, using known spellings to spell unknown words: <i>night-knight-right-sight-light-fright</i>; in reading, using knowledge of words to attempt previously unseen words.</p> <p>Emphasis on analogy encourages learners to generalise existing knowledge to new situations.</p> <p>In their learning of grammar, pupils often apply affixes incorrectly by analogy: <i>goed, comed, mouses</i>. Analogy may also be used in literature to draw a parallel between two situations, for example using animal behaviour to draw attention to human behaviour.</p> |

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| Anecdote | A brief written or spoken account of an amusing incident, often used to illustrate a point. |
| Antonyms | These are pairs of words which have opposite meanings to one another. E.g. a) loud....quiet b) hard....soft c) dark....light d) summer....winter |
| Apostrophe | <p>1) Use the apostrophe with contractions. The apostrophe is always placed at the spot where the letter(s) has been removed.</p> <p>e.g. <i>don't, isn't</i> <i>You're right.</i> <i>She's a great teacher.</i></p> <p>2) Use the apostrophe to show possession. Place the apostrophe before the s to show singular possession.</p> <p>e.g. <i>one boy's hat</i> <i>one woman's hat</i> <i>Ms. Chang's house</i></p> <p>NOTE: Although names ending in s or an s sound are not required to have the second s added in possessive form, it is preferred.</p> <p>Examples: <i>Mr. Jones's golf clubs</i> <i>Texas's weather</i> <i>Ms. Straus's daughter</i> <i>Jose Sanchez's artwork</i> <i>Dr. Hastings's appointment (name is Hastings)</i> <i>Mrs. Lees's books (name is Lees)</i></p> |
| Appendix | A section added to a document which offers non-essential or illustrative information. |
| Article | <i>A, an</i> and <i>the</i> are articles. <i>A</i> (<i>an</i> before a vowel sound) is the indefinite article; <i>the</i> is the definite article. Articles are a type of determiner . |
| Assonance | The word is usually used to describe the repetition of vowel sounds in neighbouring syllables (The consonants can differ: so 'deep sea' is an example of assonance, whereas 'The queen will sweep past the deep crowds' is an example of internal rhyme.) |
| Asterisk (*) | An asterisk is a symbol used to refer the reader to footnotes below the text. It can also be used to replace letters in taboo words. |
| Auxiliary verbs | These are verbs that are used together with other verbs. |

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| | <p>E.g. <i>we are going</i> <i>Lucy has arrived</i> <i>can you play</i></p> <p>In these sentences, <i>going</i>, <i>arrived</i> and <i>play</i> are the main verbs. <i>Are</i>, <i>has</i> and <i>can</i> are auxiliary verbs, and add extra meaning to the main verb.</p> <p>The most common auxiliary verbs are <i>be</i>, <i>have</i> and <i>do</i> (all of which can also be main verbs).</p> <p><i>Be</i> is used in continuous forms (<i>be</i> + <i>-ing</i>) and in passive forms: <i>We are going away. Was the car damaged?</i></p> <p><i>Have</i> is used in perfect verb forms: <i>Lucy has arrived. I haven't finished.</i></p> <p><i>Do</i> is used to make questions and negatives in the simple present and past tenses: <i>Do you know the answer? I didn't see anybody.</i></p> <p>More than one auxiliary verb can be used together. For example: <i>I have been waiting for ages. (have and been are auxiliary verbs)</i></p> <p>The remaining auxiliary verbs are modal verbs, eg <i>can</i>, <i>will</i>.</p> |
| Blend | <p>The process of combining phonemes into larger elements such as clusters, syllables and words. Also refers to a combination of two or more phonemes, particularly at the beginning and end of words, st, str, nt, pl,nd</p> |
| Brackets | <p>These are used for enclosing information in a text.</p> <p>E.g. The cat (<i>which was ginger</i>) prowled the gardens at night.</p> |
| Capital Letters and Full Stops | <p>When a sentence reaches a natural end, there needs to be a full stop and every sentence after that must begin with a capital letter.</p> <p>E.g. Rachel's cat was happy. This was because he had caught a mouse.</p> |
| Chronological Writing | <p>Writing organised in terms of sequences of events.</p> |
| Clause | <p>A group of words that expresses an event or situation, forming part of a sentence or a whole (simple) sentence. It contains a subject (noun) and verb</p> <p>e.g. Hilary yawned.</p> <p>Note how a clause differs from a phrase:</p> |

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| | <p><i>a big dog</i> (a phrase - this refers to 'a big dog' but doesn't say what the dog did or what happened to it)</p> <p><i>A big dog chased me</i> (a clause - the dog did something)</p> <p>A sentence is made up of one or more clauses:</p> <p><i>It was raining</i> (one clause)</p> <p><i><u>It was raining</u> and <u>we were cold</u></i>. (two main clauses joined by <i>and</i>)</p> <p><i>It was raining <u>when we went out</u></i>. (main clause containing a subordinate clause - the subordinate clause is underlined)</p> <p>A main clause is complete on its own and can form a complete sentence (eg <i>It was raining</i>.) A subordinate clause (<i>when we went out</i>) is part of the main clause and cannot exist on its own. In the following examples, the subordinate clauses are underlined:</p> <p><i>You'll hurt yourself <u>if you're not careful</u></i>.</p> <p><i><u>Although it was cold</u>, the weather was pleasant enough.</i></p> <p><i>Where are the biscuits <u>(that) I bought this morning?</u></i></p> <p><i>John, <u>who was very angry</u>, began shouting.</i></p> <p><i><u>What you said</u> was not true.</i></p> <p>Although most clauses require a subject and verb, some subordinate clauses do not. In many such cases, the verb <i>be</i> can be understood.</p> <p>E.g.</p> <p><i>The weather, <u>although rather cold</u>, was pleasant enough.</i> (= <i>although it was rather cold</i>)</p> <p><i><u>When in Rome</u>, do as the Romans do.</i> (= <i>when you are in Rome</i>)</p> <p><i><u>Glad to be home</u>, George sat down in his favourite armchair.</i> (= <i>he was glad to be home</i>)</p> |
| <p>Adverbial clauses</p> | <p>A group of words containing a verb that function in the same way as a single adverb</p> <p>There are 8 types of adverbial clauses</p> <p>When</p> <p>Where</p> <p>Why</p> <p>For what purpose</p> <p>With what result</p> <p>Under what conditions/circumstances</p> <p>Granting certain circumstances</p> <p>Comparison</p> <p>The food is not as good as it used to be. (comparison)</p> <p>He went to the shop to buy a newspaper. (for what purpose)</p> <p>I got up late so I missed the postman. (with what result)</p> <p>If you don't hurry up you will be late.(under what circumstances)</p> |

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| | Though the weather was bad they had a good day out. (granting certain circumstances) |
| Cliché | An over-used phrase or opinion: <i>sick as a parrot; her eyes shone like stars; too many cooks spoil the broth</i> . May be idiomatic . |
| Cloze | An exercise in which certain words are deleted from a text and a gap left. The learner's task is to supply the missing words. The teacher chooses which words to omit, depending on the learning task. Words can be deleted in a specific way, eg adjectives, conjunctions, or randomly (every nth word). Cloze procedure can be used to measure readability. |
| Cohesion | Use of connectives and adverbials which help to give the sentences/paragraph a united style and link from one paragraph to the next. |
| Cohesive Device | <p>Cohesive devices are words that make clear how a text's parts are related to one another. Some words such as determiners and pronouns are especially important for building cohesion because they refer back to earlier words. Other words such as prepositions, conjunctions and adverbs (connectives) make relations clear.</p> <p>E.g. A visit has been arranged <u>for</u> the Year 6 class, <u>to</u> Mountain Peaks Field Study Centre, <u>on</u> July 18th, <u>leaving</u> school at 9.30am. <u>This</u> is an overnight visit. ... <u>The</u> centre has extensive grounds in <u>which</u> a nature trail has been designed. <u>During</u> the afternoon, the children will follow the nature trail.</p> |
| Colon (:) | <p>A punctuation mark that is used to separate the text from another piece of information, usually before a list.</p> <p>E.g. There are some things you should always avoid: getting run over by a car, lions and not trying hard for your 11+ exams!</p> |
| Colloquialisms | <p>These are expressions which are used in everyday conversation, but can also be used when writing speech.</p> <ul style="list-style-type: none"> • Lion-hearted – somebody who has much courage • Heavy-eyed – somebody who is sleepy • Down in the mouth – when somebody is feeling sad, or is low in spirit • Pull up short – stop suddenly • Make both ends meet – to be able to manage financially |
| Comma (,) | <p>A comma is a punctuation mark used to help the reader by separating parts of a sentence. It sometimes corresponds to a pause in speech.</p> <p>In particular we use commas:</p> <p>to separate items in a list (but not usually before <i>and</i>): <i>My favourite sports are football, tennis, swimming and gymnastics.</i> <i>I got home, had a bath and went to bed.</i></p> |

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| | <p>literal The reader has access to the surface details of the text, and can recall details which have been directly related.</p> <p>inferential The reader can read meanings which are not directly explained. For example, the reader would be able to make inferences about the time of year from information given about temperature, weather, etc and from characters' behaviour and dialogue.</p> <p>evaluative The reader can offer an opinion on the effectiveness of the text for its purpose.</p> |
| <p>Conditional</p> | <p>A sentence in which one thing depends on another. They often contain the conjunction <i>if</i>.</p> <p>e.g. I'll help you if I can if the weather is good, we will go to the beach What would you do if you were in my position?</p> |
| <p>Conjunction</p> | <p>A word that links clauses within a sentence. There are two types of conjunctions:</p> <p>Coordinating conjunctions join main clauses (and, or, but, so) e.g. It was raining but it wasn't cold. I could not find my homework so I missed the bus and I was late for school.</p> <p>Subordinating conjunctions go at the beginning of a subordinate clause. (when, while, before, after, since, until, if, because, although, that) e.g. We won't go out if the weather is bad Although we'd had plenty to eat, we were still hungry. (Also see connective)</p> |
| <p>Connective</p> | <p>Connectives can be conjunctions. A word or phrase that links clauses or sentences. There are different types of connectives with different functions:</p> <ul style="list-style-type: none"> • Addition <i>also, furthermore, moreover</i> • Opposition <i>however, nevertheless, on the other hand, but, instead, in contrast, looking at it another way</i> • Reinforcing <i>besides, anyway, after all</i> • Explaining <i>for example, in other words</i> • Listing <i>first of all, secondly, finally</i> Listing <i>first(ly), first of all, finally</i> • Indicating result <i>therefore, consequently, as a result, thanks to this, because of this</i> • Time |

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| | <p>Subsequent <i>just then, next, in due course, in the end, after that, later, finally, eventually</i></p> <p>Prior <i>at first, before, in the beginning, until then, up to that time</i></p> <p>Concurrent <i>in the meantime, simultaneously, concurrently meanwhile</i></p> <p>(See Grammar for Writing page 130)</p> |
| Consonant | A consonant is a speech sound which obstructs the flow of air through the vocal tract; for example, the flow of air is obstructed by the lips in <i>p</i> and by the tongue in <i>l</i> . The term also refers to those letters of the alphabet whose typical value is to represent such sounds, namely all except <i>a, e, i, o, u</i> . The letter <i>y</i> can represent a consonant sound (<i>yes</i>) or a vowel sound (<i>happy</i>). |
| Content word Also known as Lexical words | Words that carry specific information and/or topic words e.g. astronaut, cosmonaut, telescope, planet, orbit |
| Couplet | A rhymed pair of lines, which are usually of the same length. |
| Dash (—) | <p>A dash is a punctuation mark used especially in informal writing (such as letters to friends, postcards or notes).</p> <p>Dashes may be used to replace other punctuation marks (colons, semi-colons, commas) or brackets:</p> <p><i>It was a great day out — everybody enjoyed it.</i></p> |
| Decode | Literally, this means to convert a message written/spoken in code into language which is easily understood. In reading this refers to children's ability to read words – to translate the visual code of the letters into a word. |
| Determiner | <p>Determiners include many of the most frequent English words, eg <i>the, a, my, this</i>. Determiners are used with nouns (<i>this <u>book</u>, my best <u>friend</u>, a new <u>car</u></i>) and they limit (ie determine) the reference of the noun in some way.</p> <p>Determiners include:</p> <p>articles <i>a/an, the</i></p> <p>demonstratives <i>this/that, these/those</i></p> <p>possessives <i>my/your/his/her/its/our/their</i></p> <p>quantifiers <i>some, any, no, many, much, few, little, both, all, either, neither, each, every, enough</i></p> <p>numbers <i>three, fifty, three thousand etc</i></p> |

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| | <p>some question words <i>which (which car?), what (what size?), whose (whose coat?)</i></p> <p>When these words are used as determiners, they are followed by a noun (though not necessarily immediately):</p> <p><i><u>this book</u> is yours</i> <i><u>some new houses</u></i> <i><u>which colour</u> do you prefer?</i></p> <p>Many determiners can also be used as pronouns. These include the demonstratives, question words, numbers and most of the quantifiers. When used as pronouns, these words are not followed by a noun - their reference <u>includes</u> the noun:</p> <p><i><u>this</u> is yours (= this book, this money, etc)</i> <i>I've got <u>some</u></i> <i><u>which</u> do you prefer?</i></p> |
| Dialect | <p>A dialect is a variety of a language used in a particular area and which is distinguished by certain features of grammar or vocabulary. Examples of such features in some English dialects are:</p> <p>non-standard subject + verb patterns, eg <i>I knows, you was, he like</i> past tense forms, eg <i>I done, I seen</i> various individual words and expressions, eg <i>owt/nowt for anything/nothing</i></p> <p>see also double negative, standard English</p> |
| Digraph | <p>Two letters representing one phoneme: <i>bath; train; ch/ur/ch.</i></p> |
| Diminutive | <p>A term which implies smallness. This may reflect actual physical lack of stature; alternatively, it may be used as a term of endearment. The word may be a recognised word, eg <i>Tiny Tim, Little Dorrit</i>, or may be created by the addition of a suffix to a name or noun: <i>lambkin, starlet and kitchenette.</i></p> |
| Direct Speech and Indirect Speech | <p>There are two ways of reporting what somebody says, direct speech and indirect speech.</p> <p>In direct speech, we use the speaker's original words (as in a speech bubble). In text, speech marks ('...' or "..."—also called inverted commas or quotes) mark the beginning and end of direct speech:</p> <p><i>Helen said, 'I'm going home'.</i> <i>'What do you want?' I asked.</i></p> |

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| | <p>In indirect (or reported) speech, we report what was said but do not use the exact words of the original speaker.</p> <p>Typically we change pronouns and verb tenses, and speech marks are not used:</p> <p><i>Helen said (that) she was going home.</i> <i>I asked them what they wanted.</i></p> |
| Doubles | <p>Either repeating words or putting two words together:</p> <ol style="list-style-type: none"> 1) By repeating a word: again and again, by and by, over and over, round and round 2) By repeating a meaning: beck and call, part and parcel, safe and sound 3) By using alliteration: fast and furious, rough and ready, one and only 4) By using opposites: thick and thin, on and off, in and out, high and low 5) By using words which sound similar: out and about, high and dry, wear and tear 6) By using related words: body and soul, lock and key, hammer and tongs 7) Other examples: hard and fast, rough and tumble, touch and go, over and above |
| Elision | <p>Elision (or ellipsis) is the omission of a word or phrase which is expected and predictable.</p> <p>E.g. She waved to her mother and [she] watched her as she disappeared in the fog at the bottom of the street. She did it because she wanted to [do it].</p> |
| Ellipsis | <p>Ellipsis is the omission of words in order to avoid repetition. For example:</p> <p><i>I don't think it will rain but it might.</i> (= it might rain) <i>'Where were you born?' 'Bradford.'</i> (= I was born in Bradford)</p> <p>An ellipsis is also the term used for three dots (...) which show that something has been omitted or is incomplete.</p> |
| Etymology | <p>A word's etymology is its history: its origins in earlier forms of English or other languages, and how its form and meaning have changed.</p> <p>E.g. The word <i>school</i> was borrowed from a Greek word σχολή (<i>skhole</i>) meaning 'leisure'.</p> |
| Exclamation | <p>An exclamation is an utterance expressing emotion (joy, wonder, anger, surprise, etc) and is usually followed in writing by an exclamation mark (!). Exclamations can be interjections:</p> <p><i>Oh dear!</i> <i>Good grief!</i> <i>Ow!</i></p> |

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| | <p>Some exclamations begin with <i>what</i> or <i>how</i>:</p> <p><i>What a beautiful day!</i> <i>How stupid (he is)!</i> <i>What a quiet little girl.</i></p> <p>Exclamations like these are a special type of sentence ('exclamative') and may have no verb.</p> |
| Exclamation Mark (!) | <p>An exclamation mark is used at the end of a sentence (which may be exclamative, imperative or declarative) or an interjection to indicate strong emotion:</p> <p><i>What a pity!</i> <i>Get out!</i> <i>It's a goal!</i> <i>Oh dear!</i></p> <p>See also exclamation, sentence</p> |
| Expanded noun phrase | <p>A group of words in a sentence that function like a noun. They expand the noun and give the information in a more economical way e.g.</p> <p>The small black cat with the yellow eyes The athletic footballer in the blue strip A soaring, impressive tree spread its massive limbs into the sky</p> |
| Expanded verb phrase | <p>A group of words that forms a verb. e.g.</p> <p>I am going to the shops I have been to the cinema He might win the race</p> |
| Finite Verb | <p>A finite verb is limited ('finite') in terms of both its tense and its subject. Finite verbs are important because a written sentence normally needs at least one clause that contains a finite verb, and a finite verb must have an explicit subject.</p> <p>E.g. Mum said she wasn't going to be long. The centre has extensive grounds in which a nature trail has been designed.</p> |
| Figurative Language | <p>Use of metaphor or simile to create a particular impression or mood.</p> <p>A writer may develop an idea of a character's military approach to life by using phrases and words which are linked with the army,</p> <p>such as <i>he was something of a loose cannon</i> (metaphor); <i>he rifled through the papers</i>; <i>his arm shot out</i>; <i>he marched into the room</i>; <i>he paraded his knowledge</i>. To link a character with a bird, she/he may use: <i>he flew down the stairs</i>; <i>they twittered to each other</i>; <i>he perched on his chair</i>; <i>his feathers were definitely ruffled</i>.</p> |
| First Person | <p>Narrative told by the point of view of the main character involved in the action by using 'I' and 'we'.</p> |

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| Formulaic phrases | Phrases that are genre specific e.g. traditional tales, science fiction Once upon a time They all lived happily ever after. In a far off galaxy |
| Fronted | A word that would normally follow the verb may be 'fronted' to the start of the clause ; for instance, a fronted adverbial is an adverbial which has been put at the front of the clause. E.g. During the afternoon, the children will follow the nature trail |
| Future Tense | English has no 'future tense' comparable with its present and past tenses. Reference to future time can be marked in a number of different ways, all of which include a present-tense verb . E.g. It will leave tomorrow. It leaves tomorrow. It may leave tomorrow. It is going to leave tomorrow. |
| Genre | Text types or styles e.g. instructions, play scripts, traditional tale, flash back, non-chronological report, description. |
| Grammar | The conventions which govern the relationships between words in any language. Includes the study of word order and changes in words: use of inflections, etc. Study of grammar is important, as it enhances both reading and writing skills; it supports effective communication. |
| Grammatical boundary | The edge of a grammatical unit (a sentence, clause or phrase) which, in writing, may be indicated by a punctuation mark such as a comma, full stop, colon, semi-colon or dash. |
| Grammatical function | The syntactic (grammatical) relationships between words/the job that each word does in a sentence, phrase or clause. e.g. He gave the dog a massive bone this morning <p style="text-align: center;"> pronoun verb definite article noun indef article adjective noun adverbial phrase </p> |
| Grapheme | Written representation of a sound; may consist of one or more letters; for example the phoneme <i>s</i> can be represented by the graphemes <i>s</i> , <i>se</i> , <i>c</i> , <i>sc</i> and <i>ce</i> as in <u><i>sun</i></u> , <u><i>mouse</i></u> , <u><i>city</i></u> , <u><i>science</i></u> . |
| Guided reading | A classroom activity in which pupils are taught in groups according to reading ability. The teacher works with each group on a text carefully selected to offer an appropriate level of challenge to the group. Usefully thought of as a 'mini lesson'. Challenge may be in terms of reading cues and strategies, language and vocabulary, or sophisticated aspects of grammar, inference, skimming and scanning. Guided reading sessions have a similar format: <ol style="list-style-type: none"> a. the teacher introduces the text, and sets the purpose for reading, for example reminding pupils of strategies and cues which will be useful, or asking them to gather particular information; b. pupils read independently, solving problems as they read through the text. More fluent readers will read silently. The teacher is available to |

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| | <p>offer help when it is needed. S/he then guides pupils to appropriate cues, for example use of syntax, picture cues, initial letter;</p> <p>c. the teacher discusses the text with the pupils, drawing attention to successful strategies and focusing on comprehension, referring back to the initial focus.</p> |
| Guided writing | A classroom activity in which pupils are grouped by writing ability. The teachers works with each group on a task carefully selected to offer an appropriate level of challenge to the group. Usefully thought of as a 'mini lesson'. Challenge may be in terms of spelling, letter formation, simple punctuation, language and vocabulary, or sophisticated aspects of generic structure, planning and editing, use of imagery and so on. |
| Homograph | Words which have the same spelling as another, but different meaning: <i>the <u>calf</u> was eating/my <u>calf</u> was aching; the North <u>Pole</u>/totem <u>pole</u>/he is a <u>Pole</u>.</i> Pronunciation may be different: <i>a <u>lead</u> pencil/the dog's <u>lead</u>; furniture <u>polish</u>/<u>Polish</u> people.</i> A homonym . |
| Homonym | Words which have the same spelling or pronunciation as another, but different meaning or origin. May be a homograph or homophone . |
| Homophone | Words that sound the same but are spelt differently and have different meanings e.g. there/their/they're where/wear new/knew hair/hare allowed/aloud |
| Hyphen (-) | <p>A hyphen is sometimes used to join the two parts of a compound noun, as in <i>golf-ball</i> and <i>proof-read</i>. But it is much more usual for such compounds to be written as single words (eg <i>football</i>, <i>headache</i>, <i>bedroom</i>) or as separate words without a hyphen (<i>golf ball</i>, <i>stomach ache</i>, <i>dining room</i>, <i>city centre</i>).</p> <p>However, hyphens are used in the following cases:</p> <p>a). in compound adjectives and longer phrases used as modifiers before nouns: <i>a foul-smelling substance</i> <i>a well-known painter</i> <i>a German-English dictionary</i> <i>a one-in-a-million chance</i> <i>a state-of-the-art computer</i> <i>a ten-year-old girl</i></p> <p>b). in many compound nouns where the second part is a short word like <i>in</i>, <i>off</i>, <i>up</i> or <i>by</i>: <i>a break-in</i> <i>a write-off</i> <i>a mix-up</i></p> |

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| | <p><i>a passer-by</i></p> <p>c). in many words beginning with the prefixes <i>co-</i>, <i>non-</i> and <i>ex-</i>: <i>co-operate</i> <i>non-existent</i> <i>ex-husband</i></p> <p>Hyphens are also used to divide words at the end of a line of print.</p> |
| Idiom | <p>A word construction or verbal expression closely associated with a given language. e.g. a piece of cake = something is easily done</p> |
| Indirect speech | <p>There are two ways of reporting what somebody says, direct speech and indirect speech.</p> <p>In direct speech, we use the speaker's original words (as in a speech bubble). In text, speech marks ('...' or "...") – also called inverted commas or quotes) mark the beginning and end of direct speech:</p> <p><i>Helen said, 'I'm going home'.</i> <i>'What do you want?' I asked.</i></p> <p>In indirect (or reported) speech, we report what was said but do not use the exact words of the original speaker. Typically we change pronouns and verb tenses, and speech marks are not used:</p> <p><i>Helen said <u>(that) she was going home.</u></i> <i>I asked them <u>what they wanted.</u></i></p> |
| Infinitive | <p>The infinitive is the base form of the verb without any additional endings. For example, <i>play</i> is an infinitive form (as opposed to <i>playing</i>, <i>played</i> or <i>plays</i>). The infinitive is used with many auxiliary verbs:</p> <p><i>I will play</i> <i>he should play</i> <i>do you play?</i></p> <p>The infinitive is often used with <i>to</i> (<i>to play</i>, <i>to eat</i> etc):</p> <p><i>I ought to play</i> <i>I want to play</i> <i>I'm going to play</i> <i>it would be nice to play</i></p> <p>The simple present tense (<i>I play</i>, <i>they play</i> etc) has the same form as the infinitive, except for the third person singular (<i>he/she/it plays</i>).</p> |
| Inflection | <p>Inflection is a change to the ending of a word to indicate tense, number or other grammatical features.</p> |

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| | <p>Example: walk – walks/walked/walking</p> <p>shoe – shoes</p> <p>old - older/oldest</p> |
| Imagery | <p>An array of images given by the text. Use of language to create a vivid sensory image - often visual. May include:</p> <p>vocabulary choice of synonym, for example <i>sprinted/ran/raced</i>, selection of adjectives and adverbs</p> <p>simile <i>he ran like the wind</i></p> <p>metaphor <i>his feet had wings</i></p> <p>see figurative language</p> |
| Imperative verb | Bossy verb e.g. go, cut, run |
| Infinitive | <p>The infinitive is the base form of the verb without any additional endings. For example, <i>play</i> is an infinitive form (as opposed to <i>playing, played</i> or <i>plays</i>). The infinitive is used with many auxiliary verbs:</p> <p><i>I will play</i> <i>he should play</i> <i>do you play?</i></p> <p>The infinitive is often used with <i>to</i> (<i>to play, to eat</i> etc):</p> <p><i>I ought to play</i> <i>I want to play</i> <i>I'm going to play</i> <i>it would be nice to play</i></p> <p>The simple present tense (<i>I play, they play</i> etc) has the same form as the infinitive, except for the third person singular (<i>he/she/it plays</i>).</p> |
| Inflected endings | <p>Words where the ending has been changed to indicate tense, number etc. e.g. Walk – walks, walked, walking was walking</p> <p>Funny – funnier, funniest</p> |
| Interjection | <p>An interjection is a word like <i>Ouch!</i>, <i>Oh!</i> or <i>Damn!</i> expressing an emotion such as pain, surprise, anger, etc. An interjection is followed by an exclamation mark (!).</p> |
| Internal Rhyme | <p>Rhyme that occurs within a single line of Verse.</p> <p>e.g. Once upon a midnight dreary, while I pondered weak and weary.</p> |
| Jargon | Language used by a particular profession or interest group. May include vocabulary unfamiliar to those outside the group, sometimes deliberately. |
| Letter string | a group of letters which together represent a phoneme or morpheme |
| Lexical | Relating to the individual words that make up the vocabulary of a language e.g stand, standing, love, loves, loving, loved |

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| Logogram | a symbol or character which represents a morpheme or word. A logographic system contrasts with an alphabetic-phonetic system, such as English, in which symbols relate to sounds rather than meaning. There are a number of logograms which would be instantly recognisable to those using alphabetic systems, for example £, &, %. |
| Metaphor | To compare something as being something else. e.g. The waves roared. |
| Mnemonic | a device to aid memory, for instance to learn particular spelling patterns or spellings: <i>I <u>G</u>o <u>H</u>ome <u>T</u>onight; There is a <u>r</u>at in <u>s</u>eparate.</i> |
| Modal verb | The modal verbs are: <ul style="list-style-type: none"> • can/could • will/would • shall/should • may/might • must/ought <p>They are also called auxiliary verbs and are used to help the main verb. e.g. I could go to the beach this afternoon You must finish your homework before bed</p> |
| Modify | If one word modifies another, the modifying word stands as near as possible to the modified word and makes the latter's meaning more specific. E.g. In <i>class teacher</i> , <i>teacher</i> is modified by <i>class</i> so it means 'class teacher' (a kind of teacher). |
| Morphemes | The smallest unit of meaning in a word. Suffixes and prefixes are also morphemes. 1 morpheme 2 morphemes e.g. house → houses one more than one There may be more than one morpheme in a word (multiple morphemes) 3 morphemes e.g. Unhelpful Un → help → ful not root word full of |
| Morphology | A word's morphology is its internal make-up defined in terms of a root word , with changes such as the addition of prefixes or suffixes . E.g. <i>dogs</i> has the morphological make-up: <i>dog</i> + <i>s</i> . |
| Nominalisation for succinctness | Nominalisation = abstract nouns derived from verbs. e.g. discover → discovery; move → movement; decide → decision Changes the focus of the sentence from the agent to the action e.g. |

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| | <p>They decided to close the school. A decision was made to close the school. Using an abstract noun removes unnecessary words from a sentence (succinctness).</p> |
| Noun | <p>A word that denotes somebody or something. e.g. table, sister, money</p> <p>Proper nouns are for names of people, places and things and start with a capital letter e.g. Kent, November, Emma</p> <p>Collective nouns refer to a group e.g. herd of cows, the clergy, the jury, the class (Also see expanded noun phrase)</p> |
| Object | <p>A verb's object is normally a noun or pronoun which is found immediately after the verb, and which we expect to find there. Unlike complements, objects can be turned into the subject of a passive verb, and cannot be adjectives.</p> <p>E.g. They designed a nature trail. (Compare: A nature trail was designed) Not: They designed pretty.</p> |
| Onomatopoeia | <p>The use of words or sounds which appear to resemble the sounds which they describe e.g. 'snap, crackle, pop.'</p> |
| Paragraph | <p>A section of a piece of writing. A new paragraph marks a change of focus, a change of time, a change of place or a change of speaker in a passage of dialogue.</p> <p>A new paragraph begins on a new line, usually with a one-line gap separating it from the previous paragraph. Some writers also indent the first line of a new paragraph.</p> <p>Paragraphing helps writers to organise their thoughts, and helps readers to follow the story line, argument or dialogue.</p> |
| Parenthesis | <p>A parenthesis is a word or phrase inserted into a sentence to explain or elaborate. It may be placed in brackets or between dashes or commas:</p> <p><i>Sam and Emma (his oldest children) are coming to visit him next weekend. Margaret is generally happy – she sings in the mornings! – but responsibility weighs her down. Sarah is, I believe, our best student.</i></p> <p>The term parentheses can also refer to the brackets themselves.</p> |
| Participle | <p>Verbs have a present participle and a past participle.</p> |

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| | <p>present participle</p> <p>The present participle ends in <i>-ing</i> (<i>working, reading, going</i> etc). Although it is called 'present', it is used in all continuous forms: <i>she <u>is</u> going, she <u>was</u> going, she <u>will be</u> going, she <u>would have been</u> going, etc.</i></p> <p>The <i>-ing</i> ending is also used for a verb functioning as a noun. For example: <i>I enjoy <u>reading</u>, <u>Reading</u> is important.</i> ('<i>Reading</i>' is used as a noun in these examples.) This <i>-ing</i> form is sometimes called a verbal noun or a gerund.</p> <p>past participle</p> <p>The past participle often ends in <i>-ed</i> (<i>worked, played</i>) but many common verbs are irregular and have other endings, eg <i>-t</i> (<i>kept</i>), <i>-n</i> (<i>flown</i>), and <i>-en</i> (<i>stolen</i>).</p> <p>Past participles are used:</p> <p>a. after <i>have</i> to make perfect forms: <i>I've <u>worked</u>, he <u>has fallen</u>, we should <u>have gone</u></i></p> <p>b. after <i>be</i> (<i>is/was</i> etc) to make passive forms: <i>I <u>was asked</u>, they <u>are kept</u>, it has <u>been stolen</u></i></p> <p>Here too, the name is misleading, because passive forms need not refer to the past: <i>A toast will be drunk.</i></p> <p>Participles (present and past) are sometimes used as adjectives: <i>the falling leaves, stolen goods</i>. They can also be used to introduce subordinate clauses, for example:</p> <p><i><u>Being a student</u>, Tom doesn't have much money.</i> <i><u>Written in 1923</u>, the book has been translated into twenty-five languages.</i></p> |
| <p>Passive Voice</p> | <p>A passive verb (a verb 'in the passive voice' – contrast 'active voice') normally has a suffix <i>ed</i>, follows the verb <i>be</i>, and has its normal ('active') object and subject reversed so that the active object is used as the passive subject, and the active subject appears as an optional <i>by</i> phrase. A verb is not 'passive' just because it has a 'passive' meaning – it must be the passive version of an active verb.</p> <p>E.g. A visit was arranged by the school. A visit was arranged. (Compare the active: The school arranged a visit.)</p> |
| <p>Past Tense</p> | <p>A past-tense verb ('a verb in the past tense') normally has a suffix <i>ed</i>, names an event or state in the past and is a finite verb. Some verbs have irregular morphology (e.g. <i>was, came</i>) Past tense can also have other meanings.</p> <p>E.g</p> |

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| | She waved to her mother and watched her as she disappeared in the fog at the bottom of the street. I knew that today was Sunday. If he understood you, he would trust you. |
| Perfect | <p>The perfect form of a verb generally calls attention to the consequences of a prior situation. It is formed by taking the past participle of the verb (e.g. <i>shown, taken, helped</i>) and adding the verb <i>have</i> before it (e.g. <i>she has helped</i>). It can also be combined with the continuous (e.g. <i>he has been reading</i>).</p> <p>E.g. She has recorded some popular songs for us to listen to. I had eaten lunch by the time you came to visit yesterday. Tariq will have been doing his homework all day by the time he finishes!</p> |
| Personification | The give an inanimate object human attributes e.g. the sun stretched its arms out towards the people below. |
| Personal Pronouns | <p>A noun is another name for a place or thing, for example: a chair, Rita, telephone Big Ben.</p> <p>We use personal pronouns to replace nouns which are people or things.</p> <p>Personal pronouns for people: I, me, my, you, yours, he, him, his, she, her, hers, we, us, ours, they, them, theirs</p> <p>Personal pronouns for things: it, they, them</p> <p>These personal pronouns are useful when writing as it means you can use them to talk about things in more detail without repeating words you have already used.</p> <p><i>When Sally wants a cup of tea, Sally puts the kettle on.</i> To make the sentence sound better, it should really be written as <i>When Sally wants a cup of tea, she puts the kettle on.</i></p> <p>The word 'she' has replaced the word 'Sally' in the sentence, making it more interesting to read.</p> <p>Personal pronouns can be divided into groups:</p> <p>Subject Pronouns: the 'who' or 'what' the sentence is about.</p> <p>I, you, he, she, it, we, they Eg: I (subject) ate the cake</p> <p>Object Pronouns: the 'who' or 'what' the verb was directed at</p> <p>Me, you, him, her, it, us them Eg: the ball hit me (object)</p> <p>In the sentence <i>Sally put the kettle on</i> 'Sally' is the subject and is doing the action (putting on) 'the kettle' is the object, or the thing the action is done to – it is the thing which she puts on.</p> <p>You could repeat this sentence by saying <i>she put it on.</i></p> <p>Possessive pronouns show us that something belongs to someone:</p> <p>This pencil is <i>yours</i> ☐ <i>your</i> pencil The cat sat on <i>my</i> mat ☐ the mat is <i>mine</i></p> <p>Common mistakes:</p> |

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| | <ul style="list-style-type: none"> • When <i>that</i> is used for <i>who</i>: 'It was her, not me <i>that</i> spilt it' (wrong) • Using <i>me</i> instead of <i>I</i>: 'It's you and <i>me</i> who lose' (wrong) • Thinking 'everyone' is a plural: 'Everyone must pay <i>their</i> fair share' (wrong) |
| Phoneme | <p>A phoneme is the smallest contrastive unit of sound in a word. There are approximately 44 phonemes in English (the number varies depending on the accent). A phoneme may have variant pronunciations in different positions; for example, the first and last sounds in the word 'little' are variants of the phoneme /l/. A phoneme may be represented by one, two, three or four letters. The following words end in the same phoneme (with the corresponding letters underlined):</p> <p><i>t<u>o</u></i> <i>sh<u>oe</u></i> <i>throu<u>gh</u></i></p> |
| Phonetically plausible spelling of unstressed syllables | <p>Incorrect but plausible spelling of words containing a hard to hear syllable. e.g.</p> <p>Wensday → Wednesday amblance → ambulance usully → usually</p> |
| Phonological awareness | <p>Awareness of sounds within words - demonstrated for example in the ability to generate rhyme and alliteration, and in segmenting and blending component sounds.</p> |
| Phrase | <p>As one unit. So <i>dog</i> is a word, but <i>the dog</i>, <u><i>a big dog over there</i></u>, are all phrases. Strictly speaking, a phrase can also consist of just one word. For example, in the sentence <i>Dogs are nice</i>, '<i>dogs</i>' and '<i>nice</i>' are both one-word phrases</p> <p>A phrase can function as a noun, an adjective or an adverb:</p> <p>A noun phrase a big dog, my last holiday</p> <p>An adjectival phrase (she's not) as old as you, (I'm) really hungry</p> <p>An adverbial phrase (they left) five minutes ago, (she walks) very slowly</p> <p>If a phrase begins with a preposition (like <i>in</i> a hurry, <u><i>along</i></u> the lane), it can be called a prepositional phrase. A prepositional phrase can be adjectival or adverbial in meaning:</p> <p>Adjectival (I'm) in a hurry, (the man) with long hair</p> <p>Adverbial (they left) on Tuesday, (she lives) along the lane</p> |
| Plural | <p>A plural noun normally has a suffix <i>s</i> and means more than one example of the noun's basic meaning. There are a few nouns with irregular morphology (e.g. <i>mice</i>, <i>formulae</i>) or irregular meanings.</p> |

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|------------------------|--|-----------------------|-------|------------|-------|------------|-------|-------|------|--------|----|----|------|--------|-------|-----|------|------|--|-------|--------|------|-------|--------|--|---------|----|----|------|---------|--|--------------|-----------------------|-------------|----------------------|----------------------|-----------------------|-----------------------|---------------|----------------------|--------|----------------------------|------------|----------------------|------------------------------|-----------------|-----------------------|--------------------------|------------|------------|---------------------------|-------------|-----------|-------------|------------|-----------|---------------------|---------|-----------------------|----------------------|------------|------------------------|----------|-------------|------------|-------------|----------------------|
| | <p>E.g. The children will follow the nature trail and learn about the trees, flowers and wildlife. The centre has extensive grounds. (but not: ... a ground)</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Prefix | <p>A morpheme added to the start of a root word to change its meaning. e.g. unhelpful; disappear submarine; misunderstand</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Preposition | <p>A word that indicates time, position, possession usually followed by a noun or noun phrase e.g. over, under, with, during, at We go home at midnight. They jumped over the fence. He came with me.</p> <p>E.g.</p> <table border="1"> <tr> <td>about</td> <td>along</td> <td>before</td> <td>into</td> <td>underneath</td> <td>until</td> </tr> <tr> <td>above</td> <td>amid</td> <td>except</td> <td>of</td> <td>up</td> <td>unto</td> </tr> <tr> <td>across</td> <td>among</td> <td>for</td> <td>near</td> <td>with</td> <td></td> </tr> <tr> <td>after</td> <td>around</td> <td>from</td> <td>until</td> <td>within</td> <td></td> </tr> <tr> <td>against</td> <td>at</td> <td>in</td> <td>unto</td> <td>without</td> <td></td> </tr> </table> <p>Sometimes it is difficult to know which the correct preposition to use is. The following list should help (note all the differences when referring to an object or a person):</p> <table border="1"> <tr> <td>According to</td> <td>Differ from (opinion)</td> <td>Opposite to</td> </tr> <tr> <td>Agree to (something)</td> <td>Differ with (person)</td> <td>Part from (something)</td> </tr> <tr> <td>Agree with (somebody)</td> <td>Disagree with</td> <td>Part with (somebody)</td> </tr> <tr> <td>Aim at</td> <td>Disappointed in(something)</td> <td>Prevail on</td> </tr> <tr> <td>Angry at (something)</td> <td>Disappointed with (somebody)</td> <td>Protest against</td> </tr> <tr> <td>Angry with (somebody)</td> <td>Disgusted at (something)</td> <td>Pursuit of</td> </tr> <tr> <td>Ashamed of</td> <td>Disgusted with (somebody)</td> <td>Recoil from</td> </tr> <tr> <td>Attack on</td> <td>Dislike for</td> <td>Regard for</td> </tr> <tr> <td>Blame for</td> <td>Divide among (many)</td> <td>Rely on</td> </tr> <tr> <td>Change for(something)</td> <td>Divide between (two)</td> <td>Similar to</td> </tr> <tr> <td>Change with (somebody)</td> <td>Equal to</td> <td>Suffer from</td> </tr> <tr> <td>Comment on</td> <td>Filled with</td> <td>Tired of (something)</td> </tr> </table> | about | along | before | into | underneath | until | above | amid | except | of | up | unto | across | among | for | near | with | | after | around | from | until | within | | against | at | in | unto | without | | According to | Differ from (opinion) | Opposite to | Agree to (something) | Differ with (person) | Part from (something) | Agree with (somebody) | Disagree with | Part with (somebody) | Aim at | Disappointed in(something) | Prevail on | Angry at (something) | Disappointed with (somebody) | Protest against | Angry with (somebody) | Disgusted at (something) | Pursuit of | Ashamed of | Disgusted with (somebody) | Recoil from | Attack on | Dislike for | Regard for | Blame for | Divide among (many) | Rely on | Change for(something) | Divide between (two) | Similar to | Change with (somebody) | Equal to | Suffer from | Comment on | Filled with | Tired of (something) |
| about | along | before | into | underneath | until | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| above | amid | except | of | up | unto | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| across | among | for | near | with | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| after | around | from | until | within | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| against | at | in | unto | without | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| According to | Differ from (opinion) | Opposite to | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Agree to (something) | Differ with (person) | Part from (something) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Agree with (somebody) | Disagree with | Part with (somebody) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Aim at | Disappointed in(something) | Prevail on | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Angry at (something) | Disappointed with (somebody) | Protest against | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Angry with (somebody) | Disgusted at (something) | Pursuit of | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Ashamed of | Disgusted with (somebody) | Recoil from | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Attack on | Dislike for | Regard for | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Blame for | Divide among (many) | Rely on | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Change for(something) | Divide between (two) | Similar to | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Change with (somebody) | Equal to | Suffer from | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Comment on | Filled with | Tired of (something) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | Compared with | Full of | Tired with (action) |
| | Complain of | Good for | Thirst for |
| | Compared with | Guilty of | Vexed at (something) |
| | Complain of | Indignant at (something) | Vexed with(somebody) |
| | Confer with | Indignant with (somebody) | Victim of |
| | Conscious of | Inspired by | Wait for (person, thing) |
| | Defiance of | Interfere with | Wait upon (somebody) |
| | Despair of | Invasion of | Write about (something) |
| | Die of | Meddle with | Write to (somebody) |
| Present Tense | <p>A present-tense verb ('a verb in the present tense') normally names a situation that is true now. It normally has either no suffix or –s (depending on the subject), and is a finite verb.</p> <p>E.g. The centre has extensive grounds. He can swim. When he arrives, he will unpack his bag. Your father tells me that you're not happy.</p> | | |
| Possessive | <p>A possessive is normally either a noun followed by an apostrophe and –s, or a possessive pronoun, and names the owner ('possessor') of the noun that it modifies. A possessive acts as a determiner, and must be replaced by an ordinary determiner if it is turned into an <i>of</i> phrase.</p> <p>E.g. Tariq's book (the book of Tariq, i.e. that Tariq owns) somebody else's book (the book of somebody else)</p> | | |
| Pronoun | <p>There are several kinds of pronoun which often replace a noun or noun phrase to avoid repetition.</p> <p>Personal pronouns: I, me, he, him, she, her, we, us, they, them, it</p> <p>Possessive pronouns: mine, yours, hers, ours, theirs, its</p> <p>Reflexive pronouns: myself, herself, themselves ...</p> <p>Indefinite pronouns: someone, anything, nobody, everything</p> <p>Interrogative pronouns: who, whom, whose, which, what</p> <p>Relative pronouns: who, whom, whose, which, that</p> <p>NB: Determiners can also be used as pronouns.</p> | | |
| Proverb | A short and often memorable saying for an everyday truth or advice. | | |

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| | <p>E.g.</p> <ul style="list-style-type: none"> • The journey of a thousand miles begins with a single step. • Absence makes the heart grow fonder • Birds of a feather flock together • Don't carry all your eggs in one basket • Every cloud has a silver lining • From little acorns mighty oak trees grow • He laughs best who laughs last • Look after the pennies and the pounds will look after themselves • None so deaf as those who will not hear • Once bitten, twice shy • When the cat's away, the mice will play |
| Punctuation | <p>Punctuation includes any conventional features of written presentation other than spelling and general layout: the standard punctuation marks (. , ; : ? ! - -- () " '), and also word-spaces, capital letters, apostrophes, paragraph breaks and bullet points. One of the roles of punctuation is to indicate sentence boundaries.</p> <p>E.g. "I'm going out, Usha, and I won't be long," Mum said.</p> |
| Question Mark (?) | <p>A question mark is used at the end of an interrogative sentence (eg <i>Who was that?</i>) or one whose function is a question (eg <i>You're leaving already?</i>)</p> |
| Quotation | <p>A passage or information that is given in reference.</p> <p>E.g. He asked, "Who's afraid of the big, bad wolf?"</p> |
| Relative Clause | <p>A relative clause is a subordinate clause that modifies a noun by including it in the clause; for instance, <i>cake that he had left yesterday</i> means 'cake like this: she had left it yesterday'.</p> <p>E.g. The centre has extensive grounds in which a nature trail has been designed. She got herself a cake that she had bought yesterday.</p> |
| Rhetorical Expression | <p>An utterance in which the meaning intended by the speaker/writer is an expression different from that which might be inferred by a listener who is unaware of the conventions of the language; for example <i>Do you know his name?</i> is a question which seems to require a yes/no response; in fact, the speaker is asking <i>What is his name?</i> Rhetorical expressions are often questions disguising imperatives: <i>Would you like to get out your English books?</i> usually means <i>Get out your English books.</i></p> |
| Rhyme | <p>When two or more words or phrases contain an identical or similar vowel-sound, and the consonant-sounds that follow are identical or similar e.g. red and dead.</p> |

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| Rhythm | A term designating the pattern of stressed and unstressed syllables in verse or prose. |
| Root Word | <p>A root word is a word which does not contain any smaller root words or prefixes or suffixes.</p> <p>E.g. <i>play, compute</i>, as in: So she played on the computer.</p> |
| Segment | To break a word or part of a word down into its component phonemes, for example: <i>c-a-t; ch-a-t; ch-ar-t; g-r-ou-n-d; s-k-i-n</i> . |
| Sentence | <p>A sequence of words which makes complete sense, containing subject, object and main verb, and concluded by a full-stop'.</p> <p>A sentence can be simple, compound or complex.</p> <p>A simple sentence consists of one clause:</p> <p><i>It was late.</i></p> <p>A compound sentence has two or more clauses joined by <i>and, or, but</i> or <i>so</i>. The clauses are of equal weight (they are both main clauses):</p> <p><u><i>It was late</i></u> <i>but</i> <u><i>I wasn't tired</i></u>.</p> <p>A complex sentence consists of a main clause which itself includes one or more subordinate clauses:</p> <p><u><i>Although it was late</i></u>, <i>I wasn't tired</i>. (subordinate clause beginning with <i>although</i> underlined)</p> <p>Simple sentences can also be grouped as follows according to their structure:</p> <p>declarative (for statements, suggestions, etc):</p> <p><i>The class yelled in triumph. Maybe we could eat afterwards.</i></p> <p>interrogative (for questions, requests, etc):</p> <p><i>Is your sister here? Could you show me how?</i></p> <p>imperative (for commands, instructions, etc):</p> <p><i>Hold this! Take the second left.</i></p> <p>exclamative (for exclamations):</p> <p><i>How peaceful she looks. What a pity!</i></p> |

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| | In writing, we mark sentences by using a capital letter at the beginning, and a full stop (or question mark or exclamation mark) at the end. |
| Semi-colon (;) | <p>A semi-colon can be used to separate two main clauses in a sentence:</p> <p><i>I liked the book; it was a pleasure to read.</i></p> <p>This could also be written as two separate sentences:</p> <p><i>I liked the book. It was a pleasure to read.</i></p> <p>However, where the two clauses are closely related in meaning (as in the above example), a writer may prefer to use a semi-colon rather than two separate sentences.</p> <p>Semi-colons can also be used to separate items in a list if these items consist of longer phrases. For example:</p> <p><i>I need large, juicy tomatoes; half a pound of unsalted butter; a kilo of fresh pasta, preferably tagliatelle; and a jar of black olives.</i></p> <p>In a simple list, commas are used</p> |
| shared writing | A classroom process where the teacher models the writing process for children: free from the physical difficulties of writing, children can observe, and subsequently be involved in, planning, composition, redrafting, editing and publishing through the medium of the teacher. Shared writing is interactive in nature and is appropriate for teaching all forms and genres. |
| Simile | A comparison between two objects or ideas which is introduced by 'like' or 'as' e.g. He was as strong as an ox! |
| Singular and Plural | <p>Singular forms are used to refer to one thing, person etc. For example: <i>tree, student, party.</i></p> <p>Many nouns (countable nouns) can be singular (only one) or plural (more than one). The plural is usually marked by the ending <i>-s</i>: <i>trees, students, parties.</i> Some plural forms are irregular. For example: <i>children, teeth, mice.</i></p> <p>Other nouns (mass nouns) do not normally occur in the plural. For example: <i>butter, cotton, electricity, money, happiness.</i></p> <p>Verbs, pronouns, and determiners sometimes have different singular and plural forms:</p> <p><i>He was late They were late</i> <i>Where is the key? Have you seen it? Where are the keys? Have you seen them?</i> <i>Do you like this hat? Do you like these shoes?</i></p> |

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| | <p>Note that <i>they/them/their</i> (plural words) are sometimes used to refer back to singular words that don't designate a specific person, such as <i>anyone</i> or <i>somebody</i>. In such cases, <i>they</i> usually means 'he or she':</p> <p><i>If anyone wants to ask a question, they can ask me later.</i> (= he or she can ask me) <i>Did everybody do their homework?</i> <i>Work with a partner. Ask them their name.</i></p> |
| Slang | Words and phrases which are used in informal context, often linked with certain regions or used by people identifying with particular groups. May differentiate that group from others. |
| Standard English | <p>Standard English is the variety of English used in public communication, particularly in writing. It is the form taught in schools and used by educated speakers. It is not limited to a particular region and can be spoken with any accent.</p> <p>There are differences in vocabulary and grammar between standard English and other varieties. For example, <i>we were robbed</i> and <i>look at those trees</i> are standard English; <i>we was robbed</i> and <i>look at them trees</i> are non-standard.</p> <p>To communicate effectively in a range of situations - written and oral - it is necessary to be able to use standard English, and to recognise when it is appropriate to use it in preference to any other variety.</p> <p>Note that standard British English is not the only standard variety; other English-speaking countries, such as the United States and Australia, have their own standard forms.</p> <p>see also agreement, dialect, double negative</p> |
| Stanza | A group of lines of verse (usually not less than four), arranged according to a definite scheme which regulates the number of lines, the metre, and (in rhymed poetry) the sequence of rhymes. |
| Stress | Emphasis given to a syllable in pitch, volume or duration (or several of these). In normal spoken English some syllables are given greater stress than others. |
| Subject | <p>A verb's subject is normally the noun or pronoun which names the 'do-er' or 'be-er'. Unlike the verb's object and complement, the subject normally stands just before it and decides whether or not a present-tense verb takes a suffix s. In a question, the subject follows the verb.</p> <p>E.g. The children will follow the nature trail. Usha's mother went out. Will the children follow? Whether it's going to rain is uncertain. A visit has [not: have] been arranged.</p> |
| Subjunctive | The subjunctive form of a verb is occasionally used in very formal contexts to indicate unreality, uncertainty, wish, emotion, judgement, or necessity. Its |

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| | <p>inflection is complicated, because it does not always differ from non-subjunctive forms. It has a distinguishable form in the following cases:</p> <ul style="list-style-type: none"> • the third person singular of any verb in the present tense does not have its usual –s ending • the verb <i>be</i> in the present tense is always “be” (not “am”, “are” or “is”) • the verb <i>be</i> in the past tense is always “were” (not “was”) • the negatives of verbs in the present are formed differently • some modal verbs have a different form. <p>E.g. I insist that he come to visit every week. (He doesn’t actually come to visit, but I would like him to). (Compare: I insist that he comes to visit every week. [I am insisting that it’s actually the case that he does visit, not simply that I would like him to.]) The school requires that all pupils be honest. (It’s possible for pupils not to be honest, but the school would like them to be.) If she were the President, things would be much better. (But she isn’t the President.) Father demanded that we not go to the forest. I wish you would stop! (not “will stop”)</p> |
| Subordination | <p>The use of main and subordinate clauses within a sentence e.g.</p> <p>Unless you save up, you will not have the money to go on holiday. (subordinate clause) (main clause)</p> <p>The old man, who had fought in the war, showed off his medals (subordinate clause)</p> |
| Subordinate Clause | <p>A subordinate clause is subordinate to some word outside itself: it may modify this word (e.g. as a relative clause or as an adverbial), or it may be used as a verb’s subject or object. How a subordinate clause fits into the larger sentence is normally marked grammatically, either by a special introductory word such as a conjunction, or by special non-finite forms of the verb.</p> <p>However:</p> <ul style="list-style-type: none"> • some subordinate clauses have no marking. • clauses that are directly quoted as ‘direct speech’ are not subordinate clauses. <p>E.g. The centre has extensive grounds in which a nature trail has been designed. He watched her as she disappeared in the fog at the bottom of the street. A visit has been arranged for the Year 6 class, leaving school at 9.30am. Usha went upstairs to play on her computer. She saw an hour had passed (this subordinate clause has no marking)</p> |

| Subordination | <p>Most words in a sentence are linked in the unequal relation of subordination (rather than the equality of coordination). For example, a modifier is subordinate to the word it modifies, and a verb's subject, object and complement are all subordinate to the verb. In each case, the subordinate word makes the other word's meaning more precise. See also subordinate clause.</p> <p>E.g. A big car swept past. (<i>big</i> is subordinate to <i>car</i>; <i>car</i> and <i>past</i> are subordinate to <i>swept</i>)</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----------------------|---|---------------|---------------|---------------|--------------|-------|-------|------|-----------|--|----------|---------|-------------|-------|-------|------|-----------|--|---------|----------|-------------|-------|--------|------|-----------|--|---------|-------|------------|--------|--------|-------|------------|--|---------|---------|-------------|---------|--------|--------|-------------|--|----------|----------|---------------|
| Suffix | <p>A morpheme which is added to the end of a root word to change the tense... e.g. walk → walking talk → talked</p> <p>grammatical status of the word... e.g. habit → habitable work → worker</p> <p>singular to plural... e.g. bus → buses sock → socks</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Syllable | <p>The smallest unit of speech that normally occurs in isolation, or a distinct sound element within a word. This can consist of a vowel alone (e.g. O) or a combination of a vowel and one or more consonants e.g. no, not</p> <p>Monosyllables contain only one syllable e.g. dog, big, shoe</p> <p>Polysyllables contain more than one syllable e.g. today → to day another → a no ther</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Synonym | <p>Words which have the same meaning as another word, or very similar: <i>wet/damp</i>. Avoids overuse of any word; adds variety</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Syntax | <p>The study of sentence structure, i.e. how words are used together in a sentence.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Tenses | <p>Past, present and future tense:</p> <table border="1" data-bbox="427 1442 1409 1888"> <thead> <tr> <th>Verb</th> <th>Past Tense</th> <th>Present Tense</th> <th>Future Tense</th> </tr> </thead> <tbody> <tr> <td>To be</td> <td>I was</td> <td>I am</td> <td>I will be</td> </tr> <tr> <td></td> <td>You were</td> <td>You are</td> <td>You will be</td> </tr> <tr> <td>To do</td> <td>I did</td> <td>I do</td> <td>I will do</td> </tr> <tr> <td></td> <td>She did</td> <td>She does</td> <td>She Will do</td> </tr> <tr> <td>To go</td> <td>I went</td> <td>I go</td> <td>I will go</td> </tr> <tr> <td></td> <td>We went</td> <td>We go</td> <td>We will go</td> </tr> <tr> <td>To say</td> <td>I said</td> <td>I say</td> <td>I will say</td> </tr> <tr> <td></td> <td>He said</td> <td>He says</td> <td>He will say</td> </tr> <tr> <td>To tell</td> <td>I told</td> <td>I tell</td> <td>I will tell</td> </tr> <tr> <td></td> <td>You told</td> <td>You tell</td> <td>You will tell</td> </tr> </tbody> </table> <p>Note: English has no specific future tense. Future time can be expressed in a number of ways using <i>will</i> or present tenses.</p> | Verb | Past Tense | Present Tense | Future Tense | To be | I was | I am | I will be | | You were | You are | You will be | To do | I did | I do | I will do | | She did | She does | She Will do | To go | I went | I go | I will go | | We went | We go | We will go | To say | I said | I say | I will say | | He said | He says | He will say | To tell | I told | I tell | I will tell | | You told | You tell | You will tell |
| Verb | Past Tense | Present Tense | Future Tense | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| To be | I was | I am | I will be | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | You were | You are | You will be | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| To do | I did | I do | I will do | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | She did | She does | She Will do | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| To go | I went | I go | I will go | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | We went | We go | We will go | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| To say | I said | I say | I will say | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | He said | He says | He will say | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| To tell | I told | I tell | I will tell | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | You told | You tell | You will tell | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | <p>E.g. <i>John <u>will</u> arrive tomorrow.</i> <i>John <u>will be arriving</u> tomorrow.</i> <i>John <u>is going to</u> arrive tomorrow.</i> <i>John <u>is arriving</u> tomorrow.</i> <i>John <u>arrives</u> tomorrow.</i></p> |
| Tense inflection | <p>The ending of a verb which denotes its tense e.g. -ed, -ing (see suffix)</p> |
| Third Person | <p>Narrative told from the point of view of an observer to the action by using 'he', 'she', 'they' and characters names.</p> |
| Trigraph | <p>three letters representing one phoneme: <i>high; fudge</i></p> |
| Verb | <p>Word/group of words which names an action or state of being. Verbs may be in different tenses: past - <i>I ate, I have eaten</i> present - <i>I am eating, I eat, I do eat</i> future - <i>I will eat, I will be eating</i></p> <p>Verbs can be expressed in the first person (<i>I eat</i>), the second person (<i>you eat</i>) or third person (<i>she, he, it eats</i>).</p> <p>Verbs can be active or passive: active - <i>the dog <u>bit</u> Ben.</i> passive - <i>Ben <u>was bitten</u> by the dog.</i></p> <p>auxiliary verb - a verb which changes the voice or mood of another verb in a verb phrase. They are: <i>to be, to have, to do, can, could, may, might, must, ought, shall, will, would, to need, to dare, and used</i>. An auxiliary verb indicates things that might happen: <i>can/may</i>, etc. or tell us that things happen or happened: <i>have/did/was</i>. The auxiliary verb takes a participle or infinitive to make a verb phrase: <i>We might go home later; we have been eating more fresh fruit.</i></p> |
| Verb phrase | <p>Two or more words that express an action or state of being. e.g. I am going to the cinema. He might win the competition. I have been to school.</p> |
| Vowel | <p>a, e, i, o and u</p> <p>A phoneme produced without audible friction or closure. Every syllable contains a vowel. A vowel phoneme may be represented by one or more letters. These may be vowels (<i>maid</i>), or a combination of vowels and consonants (<i>start; could</i>).</p> |

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| <p>Word</p> | <p>A word is a unit of grammar that can be selected and moved around relatively independently of other such units. In punctuation, words are normally separated by word spaces. But there are challenging complexities:</p> <ul style="list-style-type: none"> • When word-divisions are unclear we may be able to show this uncertainty by using hyphens. • apostrophes for omitted letters show where two words are treated as one. <p>E.g. headteacher or head teacher (can be written with or without a space) primary-school teacher (normally written with a hyphen) English teacher (written with a space) I'm going out... ...at 9.30am. The time was 8.10pm.</p> |
| <p>Word Class</p> | <p>The main word classes are verb, noun, adjective, adverb, pronoun, determiner, preposition and conjunction. These are all dealt with separately in this glossary.</p> <p>Note that a word can belong to more than one class. For example:</p> <p><i>Play</i> - verb (<i>I play</i>) or noun (<i>a play</i>) <i>fit</i> - noun (<i>a fit</i>), verb (<i>they fit</i>) or adjective (<i>I'm fit</i>) <i>until</i> - preposition (<i>until Monday</i>) or conjunction (<i>until I come back</i>) <i>like</i> - verb (<i>I like</i>) or preposition (<i>do it like this</i>) <i>hard</i> - adjective (<i>it's hard work</i>) or adverb (<i>I work hard</i>) <i>that</i> - determiner (<i>that book</i>) or pronoun (<i>who did that?</i>) or conjunction (<i>he said that he ...</i>)</p> |
| <p>Word Family</p> | <p>The words in a word family are normally related to each other by a combination of form, grammar and meaning.</p> <p>E.g.</p> <p>teacher – teach extensive – extend – extent extensive – extend – extent</p> |