

## Shotton Hall Primary School

### Progression in Grammar Vocabulary

| Year 1           |  |
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| Letter           | A character representing one or more of the sounds used in speech; any of the symbols of an alphabet.  |
| Capital Letter   | A letter written or printed in a size larger than, and often in a form differing from its corresponding lowercase letter; an uppercase letter.   |
| Word             | A sound, group of sounds which combine to make a unit of meaning   |
| Singular         | A word denoting or referring to just one person or thing   |
| Plural           | A word denoting more than one person or thing.   |
| Sentence         | A sentence is a group of words that contains a verb. It should make sense on its own. In writing, a sentence begins with a capital letter and ends with a full stop, question mark or exclamation mark.                      |
| Punctuation      | Punctuation is the use of special marks to make a piece of writing easier to read and understand. Punctuation marks show divisions and connections between sentences, clauses, or individual words.                          |
| Full Stop        | A full stop shows where a sentence ends, when the sentence is neither a question nor an exclamation.   |
| Question Mark    | Question marks are used to mark a sentence that is a question.   |
| Exclamation Mark | You use an exclamation mark to indicate shouting, surprise, or excitement in direct speech. It can also be used to express surprise, alarm, or excitement in a narrative, e.g. <b>The sun was coming up. She must hurry!</b> |

| Year 2                               |  |
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| Noun (common and proper)             | Nouns name people, places and things.<br>Proper nouns need capital letters.  |
| Noun Phrase                          | A group of words headed by a noun. For example, <b>the big, red fox</b> or <b>the creature that lived in the stream</b> .  |
| Statement                            | A sentence which states or declares something and will end with a full stop.   |
| Question                             | A sentence which asks a question and will end with a question mark.  |
| Exclamation                          | A sentence which expresses surprise or shock. It sometimes can start with the words <i>how</i> or <i>what</i> . It ends in an exclamation mark. <b>How cold it is today!</b>   |
| Command                              | A sentence includes a command or instruction. It will usually end with a full stop. <b>Put your hat and coat on.</b>   |
| Compound Words                       | A word made by two smaller root words are joined together. For example, <b>football, armchair</b> .  |
| Root word                            | Root words can stand alone but prefixes and suffixes can't. For example, <b>home</b> is a root word and in its word family are words such as homeless or homecoming.   |
| Suffix                               | A suffix is an ending used at the end of a word to make a new word. A suffix cannot stand on its own as a word. Examples of suffixes are: <b>-ing, -less, -full, -ment</b> .   |
| Prefix                               | A prefix is added to the beginning of a word to make a new word, e.g. <b>un-</b>   |
| Adjective                            | Adjectives describe nouns. For example, the <b>wicked</b> witch or the book was <b>exciting</b> .  |
| Adverb                               | Adverbs give more information about verbs. For example, the dog barked <b>loudly</b> .<br>Adverbs can describe adjectives: the man was <b>extremely</b> brave.<br>Adverbs can also explain when or where something happened, for example <b>yesterday, sometimes, everywhere</b> . |
| Verb                                 | A verb can describe an action or process (for example: dive, chew), a feeling or state of mind (for example: worry, believe), or a state (for example: be, remain). A sentence usually contains at least one verb.   |
| Simple Past and Simple Present Tense | Verbs can be written in different tenses to show whether something happened in the present or past.  |

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| Apostrophe        | Apostrophes are used for contracted words or possession. In Year 2, children will be taught apostrophes for contractions and singular possession (e.g. the dog's bone). |
| Comma (for lists) | In Year 2, children will use commas separate items in a list.   |
| Word Class        | Every word belongs to a word class which summarises its function: <b>for example, verb, adjective, noun.</b>  |

### Year 3

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| <b>Year 3</b>                       |  |
| Preposition                         | A preposition tells you the position of the noun, <i>e.g. under, on, behind.</i>   |
| Coordinating Conjunction            | A conjunction links words or phrases together. A coordinating conjunction links words or phrases together as an equal pair: <i>e.g. for, and, but, so, yet.</i>  |
| Subordinating Conjunction           | A subordinating conjunction is used to introduce a subordinate clause: <i>e.g. because, when, as, although, after.</i>   |
| Compound Sentence                   | A compound sentence is made from two independent clauses joined by a coordinating conjunction: <i>e.g. I did my homework but I forgot to bring it in.</i>  |
| Complex Sentence                    | A complex sentence is made from a main clause and at least one subordinate clause. The subordinate clause can come before or after the main clause: <i>e.g. Although the sky was blue, I took my umbrella.</i>   |
| Word Family                         | Groups of words that are related to each other. These can often be built up by the addition of prefixes and suffixes <i>e.g. sleep, sleepy, sleeping, sleepily, sleepless.</i>   |
| Main Clause (or independent clause) | A main clause can stand on its own as a sentence. It will contain a subject and a verb.  |
| Subordinate Clause                  | A subordinate clause begins with a subordinating conjunction. It cannot stand on its own as a sentence.  |
| Direct Speech                       | When the actual words of a speaker are recorded, this is direct speech. Direct speech is always indicated using inverted commas: <i>e.g. 'Look at the sky!' the boy shouted.</i>   |
| Reporting Clause                    | Reporting clauses are used when writing direct speech to indicate who is speaking, for example: 'Who is there?' <i>she asked.</i>  |
| Vowel                               | The letters a, e, i, o, u are vowels.  |
| Consonant                           | All letters which are not vowels are known as consonants.  |
| Inverted Commas                     | Inverted commas come in pairs and are used to indicate direct speech. In SHPS, we use single inverted commas: <i>e.g. '....'</i>   |
| Past and Present Perfect Tenses     | <p>Present Perfect tense is used for events that started in the past and continued up until now. <i>I have baked a cake.</i></p> <p>Past Perfect tense is used for completed events which happened in the past before another action. <i>I had baked a cake.</i></p> |

## Year 4

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| Determiner                          | A determiner specifies a noun: <b>e.g. a, an, those, than, an, some, the.</b>   |
| Pronoun                             | Pronouns are used to replace a noun and avoid repetition, <b>e.g.: she, him, it, they.</b>  |
| Possessive Pronoun                  | Possessive pronouns indicate possession: <b>e.g. mine, his, hers, ours, theirs.</b>   |
| Adverbial                           | Adverbials modify verbs. They are words or groups of words that usually give information about place (in my bedroom), time (late last night) or manner (furiously).<br><br>A <b>fronted</b> adverbial is comes before the verb and will usually require a comma. <b>At midnight, the witch began her journey.</b> |
| Standard English                    | Standard English signifies a formal type of writing where correct verb inflections are used and slang is avoided. For example,<br>We was at the flicks last night = non-standard English.<br>We were at the cinema last night = standard English.   |
| Apostrophes for plural possession.  | The possessive of a plural noun is formed by adding only an apostrophe when the noun ends in s, and by adding both an apostrophe and s when it ends in a letter other than s.   |
| Present Progressive (or continuous) | The action began in the past and is still going on: e.g. <b>I am baking a cake.</b>   |
| Past Progressive (or continuous)    | The action began in the past and goes on for a period of time: <b>I was baking a cake</b>   |
| Abstract Nouns                      | An abstract noun is a thing that cannot be seen or touched such as an idea or feeling, <b>for example: happiness, truth, justice, friendship.</b>   |
| Collective Nouns                    | Collective nouns name groups of people or things, <b>e.g: a swarm of bees.</b>  |

Year 5

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| Modal verb       | Modal verbs express possibility, intention or necessity.<br><i>Can, could, will, would, might and shall are all modal verbs.</i>  |
| Relative Pronoun | A relative pronoun is used to connect a clause or phrase to a noun or pronoun. The most common are: <i>who, whom, which, when, where and that.</i>  |
| Relative Clause  | A relative clause is a type of subordinate clause that modifies a noun. It begins with a relative pronoun. <i>The book, which sold over 1 million copies, won many awards.</i>                                    |
| Parenthesis      | A word or phrase inserted as an explanation or afterthought into a passage which is grammatically correct without it. Brackets, dashes and commas can be used for parenthesis.                                    |
| Brackets         | A pair of markers which demark the subordinate information within a sentence.   |
| Dash             | A pair of markers which demark the subordinate information within a sentence.<br><br>A singular dash can also be used to introduce afterthoughts or surprise. <i>I had an ice lolly - my first of the summer.</i> |
| Cohesion         | Using words and phrases to link paragraphs and sentences which will help to guide the reader through a text.  |
| Ambiguity        | Something that does not have a clear meaning is ambiguous. In grammar, commas are often use to avoid ambiguity.<br><i>Shall we eat Grandad?</i><br><i>Shall we eat, Grandad?</i>                                  |

## Year 6

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| Subject      | All sentences have a subject. It is the thing or person carrying out the action, e.g. <b>The woman</b> ate a sandwich.   |
| Object       | The object of a sentence is involved in the action but does not carry it out, e.g. The woman ate a <b>sandwich</b> .   |
| Active       | The subject is doing the acting when the verb is in the active voice, e.g. <b>The woman ate a sandwich</b> .   |
| Passive      | The subject of the sentence is acted on by the verb in a passive sentence, e.g. <b>The sandwich was eaten by the woman</b> .   |
| Synonym      | Words or phrases that have the same meaning, e.g. <b>happy and joyful</b> .  |
| Antonym      | Words or phrases that have opposite meanings, e.g. <b>happy and miserable</b> .  |
| Ellipsis     | Ellipsis is used to show words have been missed out or a sentence is unfinished, e.g. <b>Don't tell Dad about . . .</b>  |
| Hyphen       | Hyphens connect two closely related words which make a compound noun or adjective, e.g. <b>sky-blue, close-up</b> .  |
| Colon        | A colon is used to precede a list of items, a quotation, an expansion or explanation.  |
| Semi-Colon   | A semi-colon can be used to join two closely related main (independent) clauses. They take the place of the conjunction, e.g. <b>The man was shattered; he fell asleep instantly</b> .<br>They can also be used to separate a series of connected clauses introduced by a colon, e.g. <b>There were three clues: the smoking gun; the blood on the carpet; the smashed glass</b> . |
| Bullet Point | Bullet points introduce items on a list.   |
| Subjunctive  | Subjunctives are a forms of verbs which is used to talk about things that should or could happen. Subjunctives are used to express demands, suggestions, hopes and wishes, e.g. <b>If I were you, I would go home</b> .  |