

En

KEY STAGE
2

LEVELS
3–6

National Curriculum assessments

Glossary of terms

Key Stage 2 English grammar,
punctuation and spelling tests

2013



Standards
& Testing
Agency

© Crown copyright 2013

Glossary of terms: Key Stage 2 English grammar, punctuation and spelling test

Product code: STA/13/6296/e

PDF version ISBN: 978-1-78315-051-9

You may re-use this information (excluding logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence or email psi@nationalarchives.gsi.gov.uk.

Where we have identified any third-party copyright information you will need to obtain permission from the copyright holders concerned.

This publication is also available for download at www.education.gov.uk/ks2.

Contents

1. Introduction		4	
2. Glossary of terms		5	
Active voice	5	Noun phrase	12
Adjective	5	Object	13
Adverb	5	Passive voice	13
Adverbial	6	Personal pronoun	13
Antonym	6	Phrase	13
Appropriacy	6	Possessive determiner	13
Article	6	Possessive pronoun	14
Auxiliary verb	6	Prefix	14
Causal connective	7	Preposition	14
Clause	7	Pronoun	15
Coherence	7	Reference chain	15
Cohesion	7	Relative clause	16
Cohesive device	8	Relative pronoun	16
Complex verb phrase	8	Rhetorical device	16
Connective	8	Roots of words and derivations	16
Contraction	9	Sentence	17
Coordinating connective	9	Singular and plural	17
Demarcation	9	Standard English	18
Finite and non-finite	10	Subject	18
Fronted adverbial	10	Subject-verb agreement	18
I and me	10	Subordinating connective	18
Imperative	10	Suffix	18
Impersonal construction	11	Synonym	18
Inflection	11	Syntax	18
Internal sentence punctuation	11	Temporal connective	19
Lexical verb	11	Tense	19
Modal verb	11	Tense agreement	19
Nominalisation	12	Verb	19
Non-standard English	12	Verb inflection	20
Noun	12	Word class	20
		Word families	20

1. Introduction

The purpose of this document is to provide support to teachers with the grammatical terminology they may come across in relation to the English grammar, punctuation and spelling tests, the accompanying mark schemes and test framework. Many of the terms within this glossary fall outside the National Curriculum and will not appear in the tests themselves. It is therefore not expected that children should know all the terminology set out in this document. For further details about what is included in the tests, please refer to the content domain within the *English grammar, punctuation and spelling test framework 2013 – 2015*.

Until the assessment of the new curriculum begins, the test is based on the terms used in the current National Curriculum documents. At levels 3–5, all terms are aligned to the current National Curriculum programme of study for English at Key Stage 2 (1999). The level 6 test also samples content from the Key Stage 3 programme of study (2007).

While many grammatical terms are straightforward and definitions may be sought from any trusted dictionary, definitions of some terms may vary according to different grammatical classification systems. For clarity, these words are defined for teachers in **section 2**, Glossary of terms.

2. Glossary of terms

Term	Definition
Active voice L3-5 L6	<p>Most verbs in any text are expressed in the active voice. It is easily recognised since the <u>subject</u> and 'do-er' or 'be-er' of the action are the same, e.g.</p> <ul style="list-style-type: none"> • <i>The <u>girl</u> closed the door.</i> • <i>The <u>kitten</u> unravelled the ball of wool.</i> • <i><u>Tom</u> has smashed the pane of glass.</i>
Adjective L3-5 L6	<p>An adjective can describe or modify a <u>noun</u> or <u>pronoun</u>. As some other word classes can also perform these functions, it is helpful to identify adjectives by the way in which they can be used, e.g.</p> <ul style="list-style-type: none"> • Before a noun – <i>the <u>beautiful</u> ballerina; what a <u>heroic</u> act; the <u>stormy, restless</u> sea.</i> • After a <u>verb</u> to complete the meaning of a <u>clause</u> – <i>this is <u>important</u>; the cat looked <u>grumpy</u>; it seemed very <u>strange</u>.</i> <p>Many adjectives also have a comparative and superlative form, e.g. <i>I am <u>taller</u> than my sister; I am the <u>tallest</u> in my family; these shoes are <u>more comfortable</u>; these are the <u>most comfortable</u> shoes.</i></p>
Adverb L3-5 L6	<p>An adverb can describe or modify the meaning of words other than <u>nouns</u>. Many adverbs are related to adjectives and in standard English consist of the adjective with -ly added. It commonly indicates:</p> <ul style="list-style-type: none"> • manner (how something happens), e.g. <i>she waited <u>patiently</u>; <u>slowly</u>, they emerged; he performed <u>well</u> in the match</i> • time (when something happens), e.g. <i><u>yesterday</u>, it rained; he has <u>already</u> left; the bus arrived <u>early</u></i> • frequency (how often something happens), e.g. <i><u>occasionally</u>, I make mistakes; he is <u>usually</u> at home</i> • place (where something happens), e.g. <i>how will you travel <u>there?</u>; we are going <u>abroad</u>; they hid <u>upstairs</u></i> • degree (to what extent something happens), e.g. <i>it was <u>entirely</u> her fault; we <u>hardly</u> noticed; they were <u>very</u> polite</i> • causation (why something happens), e.g. <i><u>so</u> we stayed at home; <u>nevertheless</u>, we had a good time</i>

Term	Definition
<p>Adverbial</p> <p>L3-5 L6</p>	<p>An adverbial is any word, phrase or clause that functions like an adverb. An adverbial may contain an adverb but it does not have to; it may be a preposition phrase or a subordinate clause, e.g.</p> <ul style="list-style-type: none"> • <i>We should look in <u>here</u>.</i> (adverb) • <i>They fell asleep <u>during the film</u>.</i> (preposition phrase) • <i>He woke <u>as the sun began to rise</u>.</i> (subordinate clause) <p>An adverbial can be placed at the beginning, middle or end of a clause, e.g.</p> <ul style="list-style-type: none"> • <i><u>At the railway station</u>, I waited for my train to Manchester.</i> • <i>I waited <u>at the railway station</u> for my train to Manchester.</i> • <i>I waited for my train to Manchester <u>at the railway station</u>.</i> <p>Since an adverbial's usual position is at the end of a sentence, it is described as 'fronted' when at the front and 'embedded' when it is in the middle.</p>
<p>Antonym</p> <p>L3-5 L6</p>	<p>Two words are antonyms if their meanings are opposites.</p>
<p>Appropriacy</p> <p>L6</p>	<p>Used in the level 6 mark scheme, appropriacy refers to whether the writing is grammatically and semantically appropriate for the intended purpose and audience.</p>
<p>Article</p> <p>L3-5</p>	<p>English has two articles:</p> <ul style="list-style-type: none"> • the is the definite article. It is used to indicate that the person, place or thing can be identified by the hearer or reader, e.g. <ul style="list-style-type: none"> • <i>Put it on <u>the</u> wooden table.</i> • <i><u>The</u> blue parrot flew overhead.</i> • <i>We listened to <u>the</u> orchestra.</i> • a (or an before a vowel sound and sometimes before an 'h') is the indefinite article. It indicates that the person, place or thing cannot be identified by the hearer or reader, e.g. <ul style="list-style-type: none"> • <i>Put it on <u>a</u> wooden table.</i> • <i><u>A</u> blue parrot flew overhead.</i> • <i>We listened to <u>an</u> orchestra.</i>
<p>Auxiliary verb</p> <p>L3-5 L6</p>	<p>See verb.</p>

Term	Definition
Causal connective L3-5 L6	See connective .
Clause L3-5 L6	<p>A clause is a group of words built around a verb. Sentences are made up of one or more clauses.</p> <p>A main clause contains a finite verb. It can form a sentence on its own and therefore is sometimes referred to as an independent clause, e.g.</p> <ul style="list-style-type: none"> • <i>He put on his coat.</i> <p>A subordinate clause is dependent for its meaning on the main clause and is therefore sometimes referred to as a dependent clause. It cannot stand alone as, without the main clause, its meaning is unclear, e.g.</p> <ul style="list-style-type: none"> • <i>He put on his coat <u>because it was cold</u>.</i> <p>Subordinate clauses can be classified as:</p> <ul style="list-style-type: none"> • relative clauses, e.g. <i>the book <u>that I was reading</u>.</i> • adverb clauses, e.g. <i>He put on his coat <u>because it was cold</u>.</i> • noun clauses, e.g. <i>I know <u>that it's raining</u>.</i> <p>Clauses can be finite or non-finite depending on the verb form used, e.g.</p> <ul style="list-style-type: none"> • <i>They went to the beach <u>when it stopped raining</u>.</i> (clause using a finite verb) • <i><u>Looking out of the window</u>, he waved to the postman.</i> (clause using a non-finite verb) • <i>She had to work hard <u>to achieve her goal</u>.</i> (clause using a non-finite verb) • <i><u>Reassured by his coach</u>, he resumed his training programme.</i> (clause using a non-finite verb) <p>Most subordinate clauses can be fronted (placed at the front of the main clause in a sentence), embedded (placed in the middle of the main clause in a sentence) or placed at the end of the main clause in a sentence.</p>
Coherence L6	In the level 6 mark scheme, coherence refers to the overall structure and shape of the text, and how it is organised and sequenced for the reader.
Cohesion L6	In the level 6 mark scheme cohesion refers to how ideas are linked within paragraphs, i.e. within and between sentences, using cohesive devices .

Term	Definition
<p>Cohesive device</p> <p>L6</p>	<p>A cohesive device is a word or grammatical structure that signals a link between ideas within and across clauses, sentences and paragraphs. Connectives, pronouns, vocabulary choices and punctuation can all support textual cohesion.</p> <ul style="list-style-type: none"> • <i>I always save my pocket money <u>whereas</u> my brother spends his straightaway.</i> • <i>John enjoys school; <u>he</u> is particularly good at art.</i> • <i>We had good <u>weather</u> on <u>holiday last week</u>. It was <u>sunny</u> for three days <u>although</u> it was slightly <u>cooler</u> on <u>Thursday</u>. <u>However</u>, it <u>warmed up</u> again towards the end of <u>our stay</u>.</i> <p>In longer pieces of text, cohesion is aided by backward and forward references, typically through the use of pronouns, deliberate repetition and synonyms. This is sometimes called a reference chain.</p>
<p>Complex verb phrase</p> <p>L3-5 L6</p>	<p>A complex verb phrase consists of a lexical verb and one or more auxiliary verbs, e.g.</p> <ul style="list-style-type: none"> • <i>He <u>was running</u>.</i> • <i>He <u>has been running</u>.</i> • <i>He <u>should have been running</u>.</i>
<p>Connective</p> <p>L3-5 L6</p>	<p>A connective is a general term for words that link ideas together, e.g.</p> <ul style="list-style-type: none"> • <i>although, but, on the other hand.</i> <p>Connectives often act as cohesive devices to support text coherence.</p> <p>There are different types of connectives that perform different functions, e.g.</p> <ul style="list-style-type: none"> • Coordinating connectives join words, phrases or clauses that are equal. The main coordinating connectives are <i>and, or, but</i>. • Subordinating connectives introduce a subordinate clause, e.g. <i>because, although, unless</i>. • Temporal connectives signal time or chronology, e.g. <i>next, first, later, meanwhile</i>. • Causal connectives signal cause and effect, e.g. <i>because, therefore, consequently, so</i>.

Term	Definition
<p>Contraction</p> <p>L3-5 L6</p>	<p>A contraction is a shortened or simplified form of a word attached to the preceding word. Verbs in their contracted form use an apostrophe in place of any omitted letters. This is often referred to as an <i>apostrophe for omission</i> and is more typically found in informal writing, e.g.</p> <ul style="list-style-type: none"> • <i>I'm so excited.</i> (I am) • <i>They've decided to go by train.</i> (They have) • <i>He'd love to come too.</i> (He would) • <i>We're off to the beach.</i> (We are) • <i>It's a fabulous day.</i> (It is) • <i>Who's got the picnic?</i> (Who has) • <i>I would've come but I have to cook dinner.</i> (would have) • <i>She'll catch you up later.</i> (She will) • <i>Sam'll catch the ball.</i> (Sam will)
<p>Coordinating connective</p> <p>L3-5 L6</p>	<p>See connective.</p>
<p>Demarcation</p> <p>L3-5 L6</p>	<p>Some forms of punctuation are used to indicate (or demarcate) sentence boundaries. These are:</p> <ul style="list-style-type: none"> • full stops • question marks • exclamation marks • ellipses <p>A capital letter is always used to indicate the start of a sentence. A comma should never be used to demarcate a sentence boundary; when it is used in this way it is often referred to as a comma splice and is considered an error, e.g.</p> <ul style="list-style-type: none"> • <i>I told him to go, he didn't listen.</i> (incorrect) • <i>I told him to go. He didn't listen.</i> (correct)

Term	Definition
Finite and non-finite <div style="border: 1px solid black; border-radius: 10px; padding: 2px; display: inline-block; margin-top: 5px;">L6</div>	<p>The finite inflections of a verb express a choice of tense and person, e.g.</p> <ul style="list-style-type: none"> • <i>She <u>walks</u> to school every day.</i> • <i>They <u>ran</u> down the road.</i> • <i>The clowns <u>tumbled</u> and <u>juggled</u> and the crowd <u>roared</u> with laughter.</i> <p>The non-finite inflections of a verb do not express these choices. There are three non-finite forms:</p> <ul style="list-style-type: none"> • The present participle (-ing), e.g. <i><u>breathing</u> heavily, we ran up the stairs; <u>scowling</u> fiercely, she opened the window and shouted.</i> • The past participle (-ed), e.g. <i><u>exhausted</u> by the climb, the hikers decided to rest; <u>terrified</u>, the children hid behind the curtain.</i> • The infinitive (to -), e.g. <i>we wanted <u>to arrive</u> early; <u>to function</u> properly, the power must be switched on.</i>
Fronted adverbial <div style="display: inline-block; margin-right: 5px; border: 1px solid black; border-radius: 10px; padding: 2px;">L3-5</div> <div style="border: 1px solid black; border-radius: 10px; padding: 2px;">L6</div>	See adverbial .
I and me <div style="display: inline-block; margin-right: 5px; border: 1px solid black; border-radius: 10px; padding: 2px;">L3-5</div> <div style="border: 1px solid black; border-radius: 10px; padding: 2px;">L6</div>	<p>According to standard English:</p> <ul style="list-style-type: none"> • I is used on its own or with a noun when either is the subject of the verb: <ul style="list-style-type: none"> • <i><u>I</u> went for a walk.</i> • <i><u>Jane and I</u> went for a walk.</i> • Me is used on its own or with a noun when either is the object of the verb: <ul style="list-style-type: none"> • <i>The teacher <u>blamed me</u>.</i> • <i>The teacher <u>blamed Jane and me</u>.</i> • Me is also used when the pronoun is the object of a preposition: <ul style="list-style-type: none"> • <i>Jane came cycling <u>with me</u>.</i>
Imperative <div style="display: inline-block; margin-right: 5px; border: 1px solid black; border-radius: 10px; padding: 2px;">L3-5</div> <div style="border: 1px solid black; border-radius: 10px; padding: 2px;">L6</div>	<p>An imperative is a verb form that expresses a directive or a command. The verb is used in its base form, typically without a subject, e.g. <i><u>Sit</u> down; <u>Come</u> here; <u>Put</u> the glass in the basin.</i></p>

Term	Definition
Impersonal construction <div style="border: 1px solid black; border-radius: 10px; padding: 2px; display: inline-block; margin-top: 5px;">L6</div>	<p>An impersonal construction is one without an agent or where the agent has been replaced with the impersonal 'dummy' pronoun 'it':</p> <ul style="list-style-type: none"> • <i>Politeness is expected at school.</i> (without an agent) • <i>Visiting museums will expand children's knowledge.</i> (without an agent) • <i>It may be wise to take an umbrella.</i> (impersonal dummy pronoun it) <p>An impersonal style often uses impersonal constructions, as well as, for example, nominalisation and the passive voice to achieve a more formal register.</p>
Inflection <div style="display: inline-block; margin-right: 10px;"><div style="border: 1px solid black; border-radius: 10px; padding: 2px; background-color: #FFD700;">L3-5</div></div> <div style="border: 1px solid black; border-radius: 10px; padding: 2px; display: inline-block;">L6</div>	<p>An inflection is an adaptation of a verb or noun, typically used to form a correct grammatical relationship within a sentence – it is used to indicate tense, mood, number, person, gender, e.g.</p> <ul style="list-style-type: none"> • <i>have/had, taking/taken, do/did, speak/spoke</i> (tense) • <i>woman/women, horse/horses</i> (number)
Internal sentence punctuation <div style="display: inline-block; margin-right: 10px;"><div style="border: 1px solid black; border-radius: 10px; padding: 2px; background-color: #FFD700;">L3-5</div></div> <div style="border: 1px solid black; border-radius: 10px; padding: 2px; display: inline-block;">L6</div>	<p>A range of punctuation can be used within sentences to clarify meaning, e.g.</p> <ul style="list-style-type: none"> • colons to introduce a list • commas to separate items in a list and to mark phrases or clauses • semi-colons to mark heavier boundaries between main clauses, or to separate words or phrases in a complex list • apostrophes to indicate contracted forms or possession • inverted commas to indicate direct speech • ellipsis to indicate omitted words or for dramatic or rhetorical effect • brackets, dashes or commas to indicate parenthesis
Lexical verb <div style="display: inline-block; margin-right: 10px;"><div style="border: 1px solid black; border-radius: 10px; padding: 2px; background-color: #FFD700;">L3-5</div></div> <div style="border: 1px solid black; border-radius: 10px; padding: 2px; display: inline-block;">L6</div>	<p>See verb.</p>
Modal verb <div style="display: inline-block; margin-right: 10px;"><div style="border: 1px solid black; border-radius: 10px; padding: 2px; background-color: #FFD700;">L3-5</div></div> <div style="border: 1px solid black; border-radius: 10px; padding: 2px; display: inline-block;">L6</div>	<p>See verb.</p>

Term	Definition
<p>Nominalisation</p> <p>L6</p>	<p>Nominalisation is the process of turning words from other word classes into nouns e.g.</p> <ul style="list-style-type: none"> • <i>the charity <u>walk</u></i> <p>The verb 'to <i>walk</i>' has been nominalised to the noun '<i>walk</i>'.</p> <p>A word that can function as both a noun and a verb (in its present participle form) is also sometimes known as a gerund, e.g. <i>painting, barking</i>.</p> <p>Nominalisation is often used in more formal writing, which calls for an impersonal, academic style.</p>
<p>Non-standard English</p> <p>L3-5 L6</p>	<p>Non-standard English is a variety of English that incorporates the linguistic features of a specific local dialect. It is not generally used in formal speech and writing, except in informal dialogue. It may be linked to a region, but can be spoken with any accent.</p>
<p>Noun</p> <p>L3-5 L6</p>	<p>A noun is often defined as the name given to a person, place or thing. Typically, these are physical entities that can be seen, touched, smelt, tasted or heard.</p> <p>There are different groups of nouns, e.g.</p> <ul style="list-style-type: none"> • A proper noun is the name of a specific person, place or thing, e.g. <i>Snow White, France, Wednesday</i>. It always begins with a capital letter no matter where it occurs in a sentence. • A common noun identifies a person, place or thing more generically, e.g. <i>children, restaurant, apple</i>. <p>Nouns may also be classified as concrete, abstract or collective:</p> <ul style="list-style-type: none"> • A concrete noun refers to objects that exist physically, e.g. <i>clock, pens, dog</i>. • An abstract noun names a thing such as a feeling, quality or concept that has no physical form, e.g. <i>sorrow, courage, freedom</i>. • A collective noun refers to a group of people, animals or things, e.g. <i>family, team, herd</i>.
<p>Noun phrase</p> <p>L3-5 L6</p>	<p>A noun phrase typically consists of a noun that is modified by other words such as articles, adjectives, additional nouns or preposition phrases, e.g.</p> <ul style="list-style-type: none"> • <i>The <u>shed</u></i> • <i>The blue <u>shed</u></i> • <i>The blue garden <u>shed</u></i> • <i>The blue garden <u>shed</u> behind the rose bushes</i>

Term	Definition
Object L3-5 L6	<p>The object is a noun that refers to a person or thing, other than the subject, which is involved in or affected by the action of a verb. The verb's object normally follows it, e.g.</p> <ul style="list-style-type: none"> • <i>He ate the <u>tomato</u>.</i> • <i>We liked <u>her</u>.</i>
Passive voice L6	<p>Verbs expressed in the passive voice (unlike the more common active voice alternative) transform the active object into the subject. The subject is the recipient (rather than the agent) of the action, e.g.</p> <ul style="list-style-type: none"> • <i><u>The door</u> was closed by the girl.</i> • <i><u>The ball of wool</u> was unravelled by the kitten.</i> • <i><u>The pane of glass</u> has been smashed by Lisa.</i> <p>The verb 'to be' is followed by the past participle (see verb) form of the verb, e.g.</p> <ul style="list-style-type: none"> • <i>The door <u>was closed</u> by the girl.</i> • <i>The ball of wool <u>was unravelled</u> by the kitten.</i> • <i>The pane of glass <u>has been smashed</u> by Lisa.</i> <p>The 'by' phrase indicates the active subject. Its use is optional (omission is sometimes desirable if the intention is to hide the person responsible for the action), e.g.</p> <ul style="list-style-type: none"> • <i>The door was closed.</i> • <i>The ball of wool was unravelled.</i> • <i>The pane of glass has been smashed.</i>
Personal pronoun L6	<p>See pronoun.</p>
Phrase L3-5 L6	<p>A phrase is a group of words that are grammatically connected. Phrases are classified according to the word they expand, e.g.</p> <ul style="list-style-type: none"> • noun phrase – <i>the blue garden shed</i> • preposition phrase – <i>through the window</i> • complex verb phrase – <i>has been working</i>
Possessive determiner L6	<p>See pronoun.</p>

Term	Definition
Possessive pronoun <div style="border: 1px solid black; border-radius: 10px; padding: 2px 10px; display: inline-block;">L6</div>	See pronoun .
Prefix <div style="display: inline-block; border: 1px solid black; border-radius: 10px; padding: 2px 10px; background-color: #FFD700; margin-right: 10px;">L3-5</div> <div style="border: 1px solid black; border-radius: 10px; padding: 2px 10px; display: inline-block;">L6</div>	A prefix is a letter or string of letters which is added to the beginning of a root word in order to modify or change its meaning, e.g. <ul style="list-style-type: none"> • <i>appear / <u>dis</u>appear</i> • <i>take / <u>re</u>take / <u>un</u>dertake</i>
Preposition <div style="display: inline-block; border: 1px solid black; border-radius: 10px; padding: 2px 10px; background-color: #FFD700; margin-right: 10px;">L3-5</div> <div style="border: 1px solid black; border-radius: 10px; padding: 2px 10px; display: inline-block;">L6</div>	A preposition indicates a relationship, often in time or space, between nouns or noun phrases and other parts of the clause , e.g. <i>across, in, at, under, with, of</i> . A preposition typically introduces a preposition phrase, e.g. <ul style="list-style-type: none"> • <i>The woman <u>in the red dress</u> was playing the piano.</i> • <i>The blue garden shed <u>behind the rose bushes</u> was empty.</i> Preposition phrases usually modify verbs (as adverbials) or nouns, e.g. <ul style="list-style-type: none"> • <i>The bowl of fruit stood <u>on the table</u>.</i> (adverbial) • <i>Collect the parcel <u>from the house over the road</u>.</i> (adverbial) • <i>Collect the parcel from the house <u>over the road</u>.</i> (noun modifier) • <i><u>Since auditioning for the play</u>, she has grown in confidence.</i> (adverbial, introducing a non-finite clause) • <i>He put down his pen <u>after</u> the teacher told him to stop writing.</i> (subordinating connective)

Term	Definition
<p>Pronoun</p> <p>L3-5 L6</p>	<p>A pronoun is a word that can act as a substitute for a noun or noun phrase. Pronouns can be used in a text to avoid repetition and as points of reference to strengthen cohesion. Unlike a noun, it is difficult to modify a pronoun, e.g.</p> <ul style="list-style-type: none"> • 'A sparkling river' cannot become 'A sparkling <u>it</u>'. • 'The boy next door' cannot become 'The <u>he</u> next door'. <p>For the level 6 test, children need to be aware that there are different types of pronoun, e.g.</p> <p>Personal pronouns indicate person, number and gender, e.g. <i>I, me, you, she, her, he, him, it, we, us, they, them</i>.</p> <p>Relative pronouns introduce a relative clause, e.g. <i>who, whom, whose, which, that</i>.</p> <ul style="list-style-type: none"> • <i>I enjoy my swimming, <u>which</u> keeps me fit.</i> • <i>The girl <u>who</u> won the race was very fit.</i> <p>Possessive pronouns express ownership, e.g. <i>mine, yours, his, hers, its, ours, yours, theirs, one's</i>.</p> <p>These can be used on their own, e.g.</p> <ul style="list-style-type: none"> • <i><u>Mine</u> is the red and white one.</i> • <i>The blue one might be <u>theirs</u>.</i> <p>There are also possessive determiners (sometimes confused with possessive pronouns), which are easily identifiable since they must be followed by the noun to which are they linked, e.g.</p> <ul style="list-style-type: none"> • Look in <u>her</u> book. • <u>Our</u> favourite meal is pasta. <p>Interrogative pronouns introduce questions, e.g. <i>who, when, how</i>.</p> <ul style="list-style-type: none"> • <i><u>Who</u> did it?</i> • <i><u>What</u> are you doing?</i>
<p>Reference chain</p> <p>L6</p>	<p>See cohesive device.</p>

Term	Definition
Relative clause <div style="border: 1px solid black; border-radius: 10px; padding: 2px 10px; display: inline-block;">L6</div>	<p>A relative clause is a type of subordinate clause that makes the meaning of the noun more specific. It is introduced by a relative pronoun (<i>who, whom, whose, which, that</i>).</p> <p>There are two types of relative clause: non-defining (or non-restrictive) clauses and defining (or restrictive) clauses.</p> <ul style="list-style-type: none"> • <i>My brother, <u>who lives in France</u>, drives a blue van.</i> (Non-defining – the fact that my brother lives in France is simply additional information.) • <i>My brother <u>who lives in France</u> drives a blue van.</i> (Defining – relating specifically to a particular brother who lives in France.)
Relative pronoun <div style="border: 1px solid black; border-radius: 10px; padding: 2px 10px; display: inline-block;">L6</div>	See pronoun .
Rhetorical device <div style="border: 1px solid black; border-radius: 10px; padding: 2px 10px; display: inline-block;">L6</div>	<p>A rhetorical device is associated with language intended to persuade or impress, typically in order to create a particular effect on the reader or audience. A commonly used rhetorical device is a rhetorical question, which is posed for deliberate effect and does not require an answer.</p> <ul style="list-style-type: none"> • <i>Why do I bother?</i> • <i>Will you ever remember to hang up your coat?</i> • <i>Who needs to know about that?</i>
Roots of words and derivations <div style="display: inline-block; border: 1px solid black; border-radius: 10px; padding: 2px 10px; background-color: #FFD700; margin-right: 5px;">L3–5</div> <div style="display: inline-block; border: 1px solid black; border-radius: 10px; padding: 2px 10px; margin-left: 10px;">L6</div>	<p>A root word is the part of the word that contains its original meaning. Derivation is the process by which new words are formed from a root word to give related words different meanings and/or to show that they belong to different word classes. It is achieved by changing the shape of the root word or base, e.g. <i>song</i> from <i>sing</i>, or by adding a prefix or suffix, e.g. <i>discovery</i>, <i>uncover</i>, <i>recover</i> from <i>cover</i>. Many words are derived from Greek or Latin roots, e.g. <i>bio</i> for <i>life</i> in <i>biography</i>, <i>biology</i>, <i>autobiography</i>.</p>

Term	Definition
<p>Sentence</p> <p>L3-5 L6</p>	<p>A sentence consists of a group of words that work together to create meaning, and that are grammatically separate from neighbouring sentences. A sentence typically consists of <u>clauses</u>, including at least one main clause. It is <u>demarcated</u> by a capital letter at the start and by some form of end punctuation, e.g. full stop, question mark, exclamation mark or ellipsis.</p> <p>There are different types of sentences:</p> <ul style="list-style-type: none"> • A statement gives information and normally has the <u>subject</u> before the <u>verb</u>, e.g. <ul style="list-style-type: none"> • <i>It rained heavily on Wednesday night.</i> • A question normally asks for information and is signalled grammatically by: <ul style="list-style-type: none"> • its subject following an auxiliary verb, e.g. <i>Are you ready?</i> • an interrogative pronoun, e.g. <i>What happened?</i> • A command is a sentence that directs someone or something to do something. It uses the <u>imperative</u> form of the verb, e.g. <ul style="list-style-type: none"> • <i>Turn that radio off now.</i> <p>Sentences can have different grammatical structures:</p> <ul style="list-style-type: none"> • A single-clause sentence consists of a single main clause, e.g. <ul style="list-style-type: none"> • <i>The dog barked.</i> • <i>Jake won the egg and spoon race.</i> • <i>The teacher with the shiny red sports car drove slowly out of the school car park on the last day of term.</i> • A multi-clause sentence consists of at least one main clause and any number of subordinate clauses, e.g. <ul style="list-style-type: none"> • <i>While we were playing tennis, I tripped and sprained my ankle.</i> • <i>Ron cycled down the hill; he didn't see the pothole in the road.</i>
<p>Singular and plural</p> <p>L3-5 L6</p>	<p>Most <u>nouns</u> have a singular and a plural form, signalling the difference between 'one' or 'more than one' person, thing etc. Many nouns can be changed to their plural form by adding an -s ending, e.g.</p> <ul style="list-style-type: none"> • <i>bird / birds</i> • <i>lily / lilies</i> <p>Some nouns have an irregular plural form:</p> <ul style="list-style-type: none"> • <i>foot / feet</i> • <i>louse / lice</i> • <i>leaf / leaves</i> <p>Some nouns have the same form whether singular or plural:</p> <ul style="list-style-type: none"> • <i>one sheep / several sheep</i> • <i>one species / several species</i>

Term	Definition
Standard English L3-5 L6	This is the variety of the English language that is generally used for formal purposes in speech and writing. It is not the English of any particular region and it can be spoken with any accent.
Subject L3-5 L6	The subject is the noun , pronoun or noun phrase that stands before a verb, and which is involved in subject-verb agreement . It normally expresses the 'do-er' or 'be-er' of the verb, e.g. <ul style="list-style-type: none"> • <u>We</u> were going shopping. • <u>Zak</u> is tired.
Subject-verb agreement L3-5 L6	If the verb is in the present tense, it agrees (in standard English) with the subject, e.g. <ul style="list-style-type: none"> • <i>she plays</i> (not <i>she play</i>) • <i>they play</i> (not <i>they plays</i>) In the past tense, subject-verb agreement is only found in the verb 'to be', e.g. <ul style="list-style-type: none"> • <i>She was playing / they are playing</i> • <i>I laughed / the girls laughed</i>
Subordinating connective L3-5 L6	See connective .
Suffix L3-5 L6	A suffix is a letter or string of letters that is added to the end of a root word in order to modify or change its meaning. Suffixes are used in inflections (e.g. <i>walked</i> , <i>birds</i>) and also in deriving new words, often with a change of word class, e.g. <ul style="list-style-type: none"> • <i>teach / teacher</i> (changes verb into noun) • <i>terror / terrorise</i> (changes noun into verb) • <i>beauty / beautiful</i> (changes noun into adjective)
Synonym L3-5 L6	Two words are synonyms if they have the same meaning or similar meanings, e.g. <i>pointed</i> may be synonymous with <i>sharp</i> , <i>tapered</i> , <i>jagged</i> or with <i>cutting</i> , <i>biting</i> , <i>caustic</i> , depending on context.
Syntax L3-5 L6	The grammatical rules that determine the arrangement of words in phrases , clauses and sentences are known as syntax.

Term	Definition
Temporal connective <div style="border: 1px solid black; border-radius: 10px; padding: 2px; display: inline-block;">L6</div>	See connective .
Tense <div style="border: 1px solid black; border-radius: 10px; padding: 2px; display: inline-block; background-color: #FFD700;">L3-5</div> <div style="border: 1px solid black; border-radius: 10px; padding: 2px; display: inline-block; margin-left: 10px;">L6</div>	Tense indicates the relationship between the form of a verb and the time reference of the action, event or process it expresses, e.g. <ul style="list-style-type: none"> • <i>They <u>ran</u> down the road.</i> (past tense) • <i>She <u>walks</u> to school most days.</i> (present tense)
Tense agreement <div style="border: 1px solid black; border-radius: 10px; padding: 2px; display: inline-block; background-color: #FFD700;">L3-5</div> <div style="border: 1px solid black; border-radius: 10px; padding: 2px; display: inline-block; margin-left: 10px;">L6</div>	Tense agreement means consistency of tense, e.g. <ul style="list-style-type: none"> • <i>They <u>ran</u> down the road and <u>bought</u> an ice cream.</i> • <i>She <u>walks</u> to school most days but <u>catches</u> the bus every Friday.</i>
Verb <div style="border: 1px solid black; border-radius: 10px; padding: 2px; display: inline-block; background-color: #FFD700;">L3-5</div> <div style="border: 1px solid black; border-radius: 10px; padding: 2px; display: inline-block; margin-left: 10px;">L6</div>	A verb is a word that can be inflected for tense and expresses an action, an event, a process, a sensation or a state of being, e.g. <ul style="list-style-type: none"> • <i>They <u>crossed</u> the river.</i> • <i>The bell <u>rang</u> loudly.</i> • <i>The staff <u>made</u> a decision.</i> • <i>He <u>worried</u> about his homework.</i> • <i>I <u>am</u> very good at mathematics.</i> There are three main types of verb: <ul style="list-style-type: none"> • Lexical verbs are sometimes referred to as 'main', 'full' or 'content' verbs. They are not dependent for their meaning on other verbs, e.g. <i>speak, accept, discover</i>. • Auxiliary verbs (<i>be, do, have</i>) are sometimes referred to as 'helping' verbs because they can assist, modify or refine another verb. • Modal verbs are a type of auxiliary verb that expresses degrees of possibility, probability and certainty. The core modal verbs are: <i>can, could, may, might, shall, should, will, would, must</i>.

Term	Definition
<p>Verb inflection</p> <p>L6</p>	<p>Most verbs can occur in different inflections:</p> <ul style="list-style-type: none"> • The infinitive has no tense and is often preceded by <i>to</i>, e.g. <i>to appear, to sign</i>. • The present plural looks like the infinitive except in the verb 'to be', e.g. <i>they are, they sign</i>. • The present singular is normally formed by adding -s to the base form, e.g. <i>Claire grabs the ball and shoots at the goal</i> (but: <i>Ali is tall and has brown eyes</i>). • The past tense is normally formed by adding -ed to the base form (e.g. <i>We played hockey</i>) but many common verbs have irregular forms (e.g. <i>I caught several fish and I was happy</i>). • The past participle (see finite and non-finite) normally has the same form as the past tense (e.g. <i>I have finished; the form was signed by the headteacher</i>); but in many common irregular verbs it is different (e.g. <i>We have been away, and our milk was stolen</i>). • The present participle is always formed by adding -ing to the base form, e.g. <i>He was being naughty. He was caught stealing. Anyone making a noise will be punished</i>.
<p>Word class</p> <p>L3-5 L6</p>	<p>The term 'word class' refers to a group of words that can perform a similar function, e.g. nouns, pronouns, adjectives, verbs, adverbs, prepositions. Some words can belong to more than one class, depending on the context in which they are used, e.g.</p> <ul style="list-style-type: none"> • <i>I hope to sail round the world next year.</i> (verb) • <i>My boat has a blue sail.</i> (noun)
<p>Word families</p> <p>L3-5 L6</p>	<p>Word families consist of groups of words that share a common root, e.g. <i>act, action, react, reaction, activate</i>.</p>

About this publication

Who is it for?

The teaching community and those interested in the terms used in the English grammar, punctuation and spelling test.

What does it cover?

A glossary of terms related to the English grammar, punctuation and spelling tests.

Related information

Visit the Department for Education's website at www.education.gov.uk/ks2 for all related information.

For more copies

Printed copies of this publication are not available. It can be downloaded from the Department's website at www.education.gov.uk/ks2.