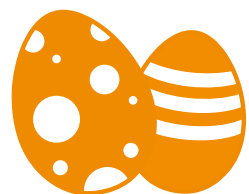


**10-4-10**

**'10 minutes a day for ten days'**

# **Glossary for Parents**



**Easter  
Revision  
2017**

# Grammar

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

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

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

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

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

# Tenses

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

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

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

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