



| Grammatical Feature:   | Definition:  | Example:  |
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| <b>Active Voice</b>    | When the subject of a verb carries out an action.  | David Beckham scored the penalty.   |
| <b>Adjective</b>       | A word that describes a noun.  | e.g. the cat is very <b>happy</b>   |
| <b>Adverbs</b>         | A word that describes a verb, an adjective or another adverb. It nearly always answers the questions: How? When? Where? or Why?<br>Most adverbs in English end in <b>-ly</b> and come from adjectives. | The beetle is <b>extremely</b> small.<br>The cat moved <b>stealthily</b> .  |
| <b>Antonyms</b>        | Words which mean the opposite to each other.   | The antonym of <u>up</u> is <u>down</u><br>The antonym of <u>tall</u> is <u>short</u><br>The antonym of <u>add</u> is <u>subtract</u>   |
| <b>Apostrophe</b>      | Punctuation showing possession or missing letters.   | <i>Contractions:</i><br><i>Is not = isn't      Could not = couldn't</i><br><br><i>Showing Possession:</i><br><i>With nouns (plural and singular) not ending in an s add 's:</i><br><i>the girl's jacket, the children's books</i><br><br><i>With plural nouns ending in an s, add only the apostrophe:</i><br><i>the guards' duties, the Jones' house</i><br><br><i>With singular nouns ending in an s, you can add either 's or an apostrophe alone:</i><br><i>the witness's lie or the witness' lie (be consistent)</i> |
| <b>Articles</b>        | the words 'the', 'a' or 'an'   |   |
| <b>Brackets</b>        | Punctuation Used for additional information or explanation.  | <i>To clarify information:</i><br>Jamie's bike was red (bright red) with a yellow stripe.<br><br><i>For asides and comments:</i><br>The bear was pink (I kid you not).<br><br><i>To give extra details:</i><br>His first book (The Colour Of Magic) was written in 1989.  |
| <b>Capital Letters</b> | Uppercase letters.   | Capital letters are used:<br><br><b>TO BEGIN SENTENCES</b><br><b>TO BEGIN PROPER NOUNS</b><br><b>TO BEGIN WORDS IN TITLES</b><br><b>TO BEGIN WORDS OF EXCLAMATION</b><br><b>TO BEGIN WORDS HE, HIM, HIS WHEN REFERRING TO GOD</b><br><b>TO WRITE THE PRONOUN 'I'</b>  |

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| <p><b>Clauses</b></p>            | <p>A clause is a group of words which does contain a verb; it is part of a sentence.</p> <p>There are two kinds of clauses:</p> <ol style="list-style-type: none"> <li>1. A <b>main clause</b> (makes sense on its own) e.g.: Sue bought a new dress.</li> <li>2. A <b>subordinate clause</b> (does not make sense on its own; it depends on the main clause for its meaning)</li> </ol> | <p><b>Main clause:</b> My sister is older than me.</p> <p><b>Subordinate:</b> My sister is older than me <b>and she is very annoying.</b></p> <p><b>Embedded clause:</b> My sister, <b>who is very annoying,</b> is older than me.</p>   |
| <p><b>Colon</b></p>              | <p>Punctuation which indicates that an example, a list, or more detailed explanation follows.</p>  | <p>On School journey you will need to bring: a waterproof coat, willies, warm jumpers and any medication.</p> <p>Marvin was stunned: he had never seen a firework display like it!</p>   |
| <p><b>Command</b></p>            | <p>A sentence that tells someone to do something.</p>  | <p>Do the washing up.</p>  |
| <p><b>Commas</b></p>             | <p>Punctuation which shows a pause, separates clauses or separates items in a list.</p>  | <p>Jenny’s favourite subjects are maths, literacy and art.<br/> Joe, Evan and Mike were chosen to sing at the service.<br/> The giant had a large head, hairy ears and two big, beady eyes.</p> <p><i>Where the phrase (embedded clause) could be in brackets:</i><br/> The recipe, which we hadn't tried before, is very easy to follow.</p> <p><i>Where the phrase adds relevant information:</i><br/> Mr Hardy, aged 68, ran his first marathon five years ago.</p> <p><i>To mark a subordinate clause:</i><br/> If at first you don't succeed, try again.<br/> Though the snake was small, I still feared for my life.</p> <p><i>Introductory or opening phrases:</i><br/> In general, sixty-eight is quite old to run a marathon.<br/> On the whole, snakes only attack when riled.</p> <p><i>Fronted verbs:</i><br/> Unfortunately, the bear was already in a bad mood and, furthermore, pink wasn't its colour.</p> |
| <p><b>Complex sentences</b></p>  | <p>A sentence with a main clause and at least one subordinate clause.</p>  | <p><i>Although it was late, I wasn't tired.</i></p> <p><i>My Gran (who is as wrinkled as a walnut) is one hundred years old.</i></p>   |
| <p><b>Compound sentences</b></p> | <p>A sentence with two main clauses joined together with a connective like: and, but, or.</p>  | <p><i>It was late but I wasn't tired.</i></p>  |

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| <b>connectives</b>      | A word or phrase that links clauses or sentences.   | <p><b>Cause and effect:</b> because, as a result of, then, therefore, accordingly, for</p> <p><b>Choices:</b> or, on the other hand, either or, another, otherwise, alternatively</p> <p><b>Compare and contrast:</b> but, or, however, likewise, otherwise, similarly, yet, on the other hand, not withstanding, the opposing view</p> <p><b>Conclusions:</b> the findings are, in summary, hence, thus, on the whole, in the main, in conclusion</p> <p><b>Linking:</b> moreover, besides, in the same way, likewise, what is more, additionally, as well as</p> <p><b>Order:</b> finally, after this, next, then, firstly, secondly, presently, subsequently, eventually, then</p> |
| <b>Consonant</b>        | All letters except: a, e, i, o, u.  |   |
| <b>Contraction</b>      | A word that is shortened by missing out some letters.   | don't<br>wouldn't   |
| <b>Dash</b>             | Punctuation which indicates a stronger pause than a comma. Can be used like a comma or bracket to add parenthesis.              | <p>I stood – waiting – waiting – waiting.</p> <p>The woman – only 25 years old – was the first to win a gold medal for Britain.</p>   |
| <b>Dialogue</b>         | A conversation between two or more people.  | <p>"Who's there?" asked Marvin.<br/>"Doctor", replied the mysterious man behind the door.<br/>"Doctor Who?" Marvin enquired.<br/>"Exactly..." came the ominous response.</p>  |
| <b>Direct speech</b>    | When you write down the actual words that are spoken and use speech marks.  | "Who's there?" asked Marvin.  |
| <b>Ellipsis</b>         | Punctuation used to show a pause in someone's speech or thoughts, and to build tension or show that a sentence is not finished. | <p><i>A pause in speech:</i><br/>"The sight was awesome... truly amazing."</p> <p><i>At end of a sentence to create suspense:</i><br/>Mr Daily gritted his teeth, gripped the scalpel tightly in his right hand and slowly advanced...</p>  |
| <b>Exclamation</b>      | A sentence which shows someone feels strongly about something.  | What a triumph!   |
| <b>Exclamation mark</b> | Punctuation which shows something is being exclaimed or said with feeling or surprise.  | <p>What a triumph!<br/>I've just about had enough!<br/>Wonderful!</p>   |
| <b>First person</b>     | When the writer speaks about himself or herself. Only 'I/we/me/us' are used as pronouns when writing in the first person.       | My family all went to the park. We all loved it, me especially. I always love the slide.  |

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| <b>Formal language</b>   | Language which follows the traditional rules, without using casual or colloquial vocabulary   |   |
| <b>Full stop</b>         | Punctuation which shows the end of a sentence or an abbreviation.   | Terry Pratchett's latest book is not yet out in paperback.<br>I asked her whether she could tell me the way to Brighton.  |
| <b>Future tense</b>      | Writing about what will happen.<br><br>We usually place will in front of verbs when writing in the future tense.  | Next week, Marvin will be going to Secondary school. He will have to wear a blazer and tie!   |
| <b>Homophones</b>        | Words which sound the same but are spelt differently and have different meanings.   | Their, there, they're<br>I, eye<br>Our, are<br>To, too, two   |
| <b>Hyphen</b>            | Punctuation which joins one or more words or adds a prefix to a word.   | Happy-go-lucky  |
| <b>Idiom</b>             | Phrases in a language which do not mean exactly what they say.  | 'I'm feeling blue' – I'm feeling sad<br>'a piece of cake' – easy<br>'raise the roof' – make a lot of noise/celebrate  |
| <b>Informal language</b> | Language which does not follow the traditional rules. It can be a use of colloquial word or expressions.  | Init<br>Wah gwan  |
| <b>Metaphor</b>          | Compares different things by saying one thing is another.   | Marvin became a lion – frightened of nothing.<br>The teacher's shouting was a tornado of abuse.   |
| <b>Noun</b>              | A part of speech which names a thing or person.<br>Nouns can be classified into four different types: common nouns, proper nouns, collective nouns, abstract nouns. | Common noun: everyday things: <b><i>cars, toothbrushes, trees,...</i></b> – and kinds of people: <b><i>man, woman, child ...</i></b><br><br>Proper noun: particular people and places: <b><i>Jim, Betty, London...</i></b> – and some 'times': <b><i>Monday, April, Easter...</i></b> It always begins with a capital letter.<br><br>Collective noun: A group or collection of people or things: <b><i>army, bunch, team, swarm...</i></b><br><br>Abstract noun: Cannot actually be seen, heard, smelt, felt or tasted: <b><i>sleep, honesty, boredom, freedom, power ...</i></b> |
| <b>Object</b>            | The person or thing that the action or verb is done to.   |   |
| <b>Paragraph</b>         | 'Chunks' of related thoughts or ideas. They make reading easier to understand.<br>A new paragraph usually means a change of topic, idea, time, place or argument.   |   |
| <b>Passive voice</b>     | When a subject or verb has an action done to them.<br>Often, the subject is not even mentioned.   | A window was smashed.   |

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| <b>Past tense</b>      | Tells you about what happened in the past.<br>Regular past tense verbs end in 'ed'.    | Yesterday, Marvin <b>bought</b> a new PSP.<br>Juliana <b>walked</b> down the road.  |
| <b>Personification</b> | Giving human qualities to animals or objects.  | The Sun smiled on the World.<br>The birds sung their beautiful song.  |
| <b>Phrase</b>          | Part of a sentence which does not contain a verb and does not make sense on its own.   | <p>In an <b>adjective phrase</b>, one or more words work together to give more information about an <b>adjective</b>.</p> <ul style="list-style-type: none"> <li>• so very <b>sweet</b></li> <li>• <b>earnest</b> in her desire</li> <li>• very <b>happy</b> with his work</li> </ul> <p>In an <b>adverb phrase</b>, one or more words work together to give more information about an <b>adverb</b>.</p> <ul style="list-style-type: none"> <li>• especially <b>softly</b></li> <li>• <b>formerly</b> of the city of Perth</li> <li>• much too <b>quickly</b> to see clearly</li> </ul> <p>In a <b>noun phrase</b>, one or more words work together to give more information about a noun.</p> <ul style="list-style-type: none"> <li>• all my dear <b>children</b></li> <li>• the information <b>age</b></li> <li>• seventeen hungry <b>lions</b> in the rocks</li> </ul> |
| <b>Plurals</b>         | More than one person, place or thing.  | <p><i>Most nouns are made into plurals by adding –s:</i><br/>Three bike<u>s</u></p> <p><i>Some nouns ending in –o are made into plurals by adding –es:</i><br/>Two mango<u>es</u></p> <p><i>Most nouns ending in hissing, shushing or buzzing sounds are made into plurals by adding –es:</i><br/>Ten dress<u>es</u></p> <p><i>For words ending in a vowel and then –y, just add –s:</i><br/>Eight turk<u>ey</u>s</p> <p><i>For words ending in a consonant and then –y, change –y to –i and add –es:</i><br/>Five fl<u>ies</u></p> <p><i>Most nouns ending in –f or –fe change to –ves in the plural:</i><br/>Six halv<u>es</u></p>  |
| <b>Prefix</b>          | A letter, or group of letters, added to the beginning of a word to change its meaning. | Adding 'un' to happy – <b>un</b> happy<br>Adding 'dis' to appear – <b>dis</b> appear<br>Adding 're' to try – <b>re</b> try  |
| <b>Present tense</b>   | Tells you about what is happening now.<br>Verbs often ends with ing in present tense.  | I am <b>writing</b> a SPAG Glossary!  |

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| <b>Preposition</b>     | Words which show the relationship between two things.<br>They often tell you where one thing is as opposed to another.                            | About, above, across, after, against, along, amid, amidst, among, amongst, before, behind, below, beneath, beside, between, betwixt, beyond, by, down, during, except, for, from, in, into, near, of, off, on, over, round, since, though, till, to, towards, under, underneath, until, unto, up, upon, with, within, without.<br><br><u>Examples:</u> Tom jumped <b>over</b> the cat.<br>The monkey is <b>in</b> the tree. |
| <b>Pronoun</b>         | Words used to avoid repeating a noun.   | <b><i>I, you, me, he, she, it, you, him, her, mine, yours, his, hers, its, we, they, us, them, ours, yours, theirs</i></b>  |
| <b>Question</b>        | A sentence that asks something.   | Who else will be there?   |
| <b>Question mark</b>   | Indicates a question/disbelief.   | Who else will be there?<br>Is this really little Thomas?  |
| <b>Reported speech</b> | When you write what people say, thing or believe without using speech marks.<br><br>Be careful: you often have to change the tense or some words. | "I feel sick" said Ben to Bill.<br><br>would change to this:<br><br>Ben told Bill that he felt sick.  |
| <b>Root word</b>       | The simplest form of a word that prefixes or suffixes can be added to .   | <u>help</u> is a root word<br><br>It can grow into:<br><br>helps<br>helpful<br>helped<br>helping<br>helpless<br><u>unhelpful</u>  |
| <b>Second person</b>   | When the writer speaks to the reader.<br><br>The word 'you' is often placed before verbs.   | You are reading a SPAG Glossary and I hope you are finding it useful.   |
| <b>Semi colon</b>      | Punctuation used in place of a connective.<br>It separates two complete sentences which are closely related and can be used in lists of phrases.  | <i>To link two separate sentences that are closely related:</i><br>The children came home today; they had been away for a week.<br><br><i>In a list:</i><br>Star Trek, created by Gene Roddenberry; Babylon 5, by JMS; Buffy, by Joss Whedon; and Farscape, from the Henson Company.  |
| <b>Sentence</b>        | A sentence contains at least a subject and a verb.<br>A sentence may convey a statement, question, command or exclamation.                        | Short example: <i>Walker walks</i> . A subject is the <b>noun</b> that is doing the main verb. The main verb is the <b>verb</b> that the subject is doing. In <b>English</b> and many other languages, the first word of a written sentence has a capital letter. At the end of the sentence there is a full stop or full point   |
| <b>Simile</b>          | Compares two or more things, usually using the words 'like' or 'as'.  | The water was as hot as lava.<br><br>He was as scared as a mouse.   |
| <b>Simple sentence</b> | A one clause sentence.  | He walked to the park.  |

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| <b>Speech marks (inverted commas)</b> | <p>Punctuation marks used in pairs ( “ ” ) to indicate:</p> <ul style="list-style-type: none"> <li>• quotes (evidence).</li> <li>• direct speech</li> <li>• words that are defined, that follow certain phrases or that have special meaning.</li> </ul> | <p><i>For direct speech:</i><br/>Janet asked, "Why can't we go today?"</p> <p><i>For quotes:</i><br/>The man claimed that he was “shocked to hear the news”.</p> <p><i>For words that are defined, that follow certain phrases or that have special meaning:</i><br/>'Buch' is German for book.<br/>The book was signed 'Terry Pratchett'.<br/>The 'free gift' actually cost us forty pounds.</p> |
| <b>Standard English</b>               | The form of English which follows formal rules of speech and writing.  |   |
| <b>Statement</b>                      | A statement is a sentence which gives information.   | Paper is made from trees.   |
| <b>Subordinate clause</b>             | A clause which does not make sense on its own, but gives extra information to the main clause.   | Sue bought a new dress <b>when she went shopping</b> .<br>*‘when she went shopping’ is the subordinate clause as it would not make sense without the main clause.   |
| <b>Subject</b>                        | The person or thing that carries out the action or verb.   |   |
| <b>Suffix</b>                         | A letter, or group of letters, added to the end of the word to change its meaning.   | <p>Adding ‘ish’ to child – <b>childish</b></p> <p>Adding ‘able’ to like – <b>likeable</b></p> <p>Adding ‘ion’ to act – <b>action</b></p>  |
| <b>Synonym</b>                        | Words which have the same, or nearly the same meaning as each other.   | <p>Synonyms for:</p> <p>Bad - awful, terrible, horrible</p> <p>Happy - content, joyful, pleased</p> <p>Look - watch, stare, glaze</p> <p>Walk - stroll, crawl, tread</p>  |
| <b>Third person</b>                   | <p>When the writer speaks about someone or something else.</p> <p>The pronouns ‘he/she/it/they/him/her/it/them’ are used when writing in the third person</p>  | He walked to the shops because he wanted to taste the new chocolate bar.  |
| <b>Vowel</b>                          | The letters: a, e, i, o, u.  |   |
| <b>Verbs</b>                          | A ‘doing’ word.  | <p>The boy was <b>playing</b> football.</p> <p>The crowd <b>clapped</b> as One Direction <b>took</b> the stage.</p>   |
| <b>Word family</b>                    | The group of words that can be built from the same root word   | Builds, building, builder, built, rebuild, rebuilt  |

