

### Class 3's Grammar Glossary

| Term                            | Definition   | Example   |
|---------------------------------|--|---|
| <b>Adjective</b>                | A word that describes a noun.  | The <b>brown</b> and <b>furry</b> cat was stalking a mouse.   |
| <b>Adverb</b>                   | A word that describes a verb.  | The boy ran <b>quickly</b> through the playground.  |
| <b>Adverbial</b>                | An <b>adverbial</b> is a <b>word or phrase that has been used like an adverb</b> to add detail or further information to a verb. (An easy way to remember what an adverb is: it <b>adds</b> to the <b>verb</b> .)<br><br>Adverbials are used to explain how, where or when something happened; they are like adverbs made up of more than one word.                      | We <b>met by the train station</b> .<br><br>He <b>stood</b> and <b>waited under the clock</b> .   |
| <b>Adverbial Phrase</b>         | When an adverb consists of more than one word, it is known as an adverbial phrase.   | He ran <b>like the wind</b> .   |
| <b>Fronted Adverbials</b>       | ' <b>Fronted</b> ' adverbials are ' <b>fronted</b> ' because they have been moved to the front of the sentence, before the verb. In other words, fronted adverbials are words or phrases at the beginning of a sentence, used to describe the action that follows.<br><br>A comma is normally used after an adverbial (but there are plenty of exceptions to this rule). | <b>Before the sun came up</b> , he ate his breakfast.<br><br><b>All night long</b> , she danced.<br><br><b>As fast as he could</b> , the rabbit hopped. |
| <b>Alliteration</b>             | Alliteration is the repetition of the same sound or letter at the beginning of each or most of the words in a sentence.  | <b>S</b> quawking <b>s</b> eagulls <b>s</b> woop on <b>s</b> unbathers.   |
| <b>Clause</b>                   | A group of related words that contains a subject and a verb.   | <b>The boy is playing football</b> .  |
| <b>Main Clause</b>              | A sentence that functions independently.   | If it is raining, <b>I will not go outside</b> .  |
| <b>Subordinate Clause</b>       | A part of a sentence that is dependent on another part.  | <b>If it is raining</b> , I will not go outside.  |
| <b>Connectives Conjunctions</b> | A word to join parts of a sentence   | for, and, but, so, after, although, as, because, before, however  |
| <b>Consonant</b>                | All other letters that are not vowels.   | B,C,D,F,G,H,J,K,L,M,N,P,Q,R,S,T,V,W,X,Y,Z   |
| <b>Vowel</b>                    |  | A, E, I, O, U   |
| <b>Direct Speech</b>            | <b>Direct speech</b> is a sentence in which the exact words spoken are reproduced in speech marks (also known as inverted commas).   | <b>"You'll never guess what I've just seen!"</b> said Sam, excitedly.<br><br><b>"What's that?"</b> asked Louise.  |
| <b>Inverted Commas</b>          | One of a pair of marks " " or ' ', used for showing the words that someone spoke.  | <b>"You'll never guess what I've just seen!"</b> said Sam, excitedly.<br><br><b>"What's that?"</b> asked Louise.  |

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|------------------------------|--|---|
| <b>Homophone</b>             | Words that sound the same but differ in meaning/spelling.  | two, too, to<br>by, bye, buy<br>meet, meat  |
| <b>Noun</b>                  | <b>Common noun</b> – objects, items, things that are not specific<br><b>Proper noun</b> – names of specific people or places (these must start with a capital letter)  | ball, table, chair, board<br><br>London, David, Asda  |
| <b>Paragraph</b>             | Paragraphs help to structure text;<br><b>every new paragraph starts on a new line.</b> We start a new paragraph to signal that the person, place, time or topic of the sentences has changed.                  |   |
| <b>Plural</b>                | More than one item.  | Cats<br>Dogs<br>Geese   |
| <b>Possessive Apostrophe</b> | <b>Use an apostrophe to show possession (one thing belongs to another).</b><br><br>Add <b>'s</b> to dog to show the bone belonged to it.<br><br>Add <b>'s</b> to Amy to show that it was her dad who was late. | It was the dog's bone.<br><br>Amy's dad was late picking her up from the cinema.                                      |
| <b>Prefix</b>                | Placed before the root of a word.  | disapprove<br>disappoint  |
| <b>Suffix</b>                | Placed after the root of a word.   | quickly   |
| <b>Preposition</b>           | A word that gives information such as time/location/direction.   | under, over, next to, behind, in front of, on, above, around  |
| <b>Pronoun</b>               | Takes the place of the noun in a sentence.<br><b>Personal pronoun</b> – refers to people (I/you/he/she/we/you/they)  | David waved at the soldiers, <b>he</b> was sad to see <b>them</b> go.   |
| <b>Possessive Pronoun</b>    | Is used instead of a noun and indicates possession (mine/yours/his/her)  | Julie's car is red. <b>Mine</b> is blue.  |
| <b>Simple Sentence</b>       | A sentence consisting of only one clause with a subject and a verb.  | I am 11 years old.  |
| <b>Compound Sentence</b>     | Two main clauses joined by a <b>conjunction</b> .  | I am 11 years old <b>and</b> I live in Stanmore.  |
| <b>Complex Sentence</b>      | When a <b>main clause</b> and a <b>subordinate clause</b> are joined.  | <b>My son, who likes stamps, always collects the post.</b><br><br><b>While my mum makes dinner, I do my homework.</b> |
| <b>Simile</b>                | A simile is a figure of speech that compares two things by using the words 'like' or 'as' something else.  | <b>White as a ghost.</b><br><b>Runs like a cheetah.</b>   |
| <b>Verb</b>                  | An action.<br>Includes: past, present, future, tenses.   | I <b>walk</b> to school.<br><br>I <b>walked</b> to school.<br><br>I <b>will walk</b> to school.                       |