

Grammar Glossary for Parents – Key Stage 1

Please find below a glossary of the terminology that children are expected to know and use in Key Stage 1.

Some of this you will obviously know but some of it does get rather technical, so please do not worry about coming to ask for further clarification if required.

Term	Explanation	Example
adjective	<p>A “describing word”. The surest way to identify adjectives is by the ways they can be used:</p> <ul style="list-style-type: none"> • before a noun, to make the noun’s meaning more specific <p>or</p> <ul style="list-style-type: none"> • after the verb to be, as its complement. <p>Adjectives cannot be modified by other adjectives. This distinguishes them from nouns, which can be.</p>	<p>The pupils did some really <u>excellent</u> work. [adjective used before a noun, to modify it]</p> <p>Their work was <u>excellent</u>. [adjective used after the verb to be, as its complement]</p>
adverb	<p>Adverbs are sometimes said to describe manner or time. This is often true, but it doesn’t help to distinguish adverbs from other word classes. The surest way to identify adverbs is by the ways they can be used: they can modify a verb, an adjective, another adverb or even a whole clause.</p>	<p>Joshua <u>soon</u> started snoring <u>loudly</u>. [adverbs modifying the verbs started and snoring]</p> <p>That match was <u>really</u> exciting! [adverb modifying the adjective exciting]</p> <p>We don’t get to play games <u>very</u> often. [adverb modifying the other adverb, often]</p> <p><u>Fortunately</u>, it didn’t rain. [adverb modifying the whole clause ‘it didn’t rain’ by commenting on it]</p>
apostrophe	<p>Apostrophes have two completely different uses:</p> <ul style="list-style-type: none"> • showing the place of missing letters (e.g. I’m for I am) • marking possessives 	<p><u>We’re</u> going out and <u>we’ll</u> get something to eat. [showing missing letters]</p> <p><u>Hannah’s</u> mother went to town in <u>Justin’s</u> car. [marking possessives]</p>

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capital letter	A letter of the alphabet that usually differs from its corresponding lowercase letter in form and height; A, B, Q as distinguished from a, b, q. Used as the initial letter of a proper name, the pronoun I and in the first word of a sentence.	A fter school T ed plays football in R oyston.
comma	A punctuation mark (,) indicating a pause between parts of a sentence or separating items in a list. In KS1 we focus on commas to separate items in a list.	Tony went to the supermarket and bought tomatoes, onions, mushrooms and potatoes. [note no comma before and]
command	See 'sentence'	
compound	A compound word contains at least two root words in its make-up; e.g. whiteboard, superman. Compounding is very important in English.	blackbird, blow-dry, English teacher, inkjet, one-eyed, daydream
conjunction/connective	A conjunction links two words or phrases together. There are two main types of conjunctions: <ul style="list-style-type: none"> co-ordinating conjunctions (e.g. and) link two words or phrases together as an equal pair subordinating conjunctions (e.g. when) introduce a subordinate clause. 	James bought a bat <u>and</u> ball. [links the words bat and ball as an equal pair] Kylie is young <u>but</u> she can kick the ball hard. [links two clauses as an equal pair] Everyone watches <u>when</u> Joe does back-flips. [introduces a subordinate clause]
co-ordination	Words or phrases are co-ordinated if they are linked as an equal pair by a co-ordinating conjunction (i.e. and, but, or). In the examples given, the co-ordinated elements are shown in bold, and the conjunction is underlined.	Susan <u>and</u> Amra met in a café. [links the words Susan and Amra as an equal pair] Susan got a bus <u>but</u> Amra walked . [links two clauses as an equal pair]
exclamation	See 'sentence'	
exclamation mark	A punctuation mark (!) indicating strong feelings,	Stop that now!

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	something unusual or high volume (shouting).	
full stop	A punctuation mark (.) used at the end of a sentence or an abbreviation.	English grammar has many rules and exceptions.
letter	A character representing one or more of the sounds used in speech. Written words are made up of letters.	In KS1 children have to be able to identify letters from <i>phonemes</i> or sounds. The word 'cat' has three letters and three phonemes. The word 'catch' has five letters and three phonemes. The word 'caught' has six letters and three phonemes.
noun	Nouns are sometimes called 'naming words' because they name people, places and things. A noun can almost always be used after determiners such as <i>the</i> : for example, most nouns will fit into the frame "The ____ matters/matter." Nouns may be classified as common (e.g. boy, day) or proper (e.g. Ivan, Monday)	Our <u>dog</u> bit the <u>burglar</u> on his <u>behind</u> ! <u>Actions</u> speak louder than <u>Words</u> .
noun phrase	A noun phrase is a phrase that plays the role of a noun. The head word in a noun phrase will be a noun or a pronoun. Noun phrases are most often used for description and specification e.g. plain flour, foxes with bushy tails.	He knows <u>the back</u> streets . I've met <u>the last remaining</u> chief . [Nouns in bold, noun phrases underlined.]
plural	A plural noun normally has a suffix -s or -es and means 'more than one'.	There are a few nouns with different morphology in the plural (e.g. mice, formulae).
prefix	A prefix is added at the beginning of a word in order to turn it into another word.	o vertake, un appealing, di sappear
punctuation	Punctuation includes any conventional features of writing other than spelling	By the end of Key Stage 1 children are expected to use the following punctuation

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	and general layout. One important role of punctuation is to indicate sentence boundaries.	in their writing: Capital letters, full stops, question marks and exclamation marks to demarcate sentences. Commas to separate items in a list. Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.
question	See 'sentence'	
question mark	A punctuation mark (?) indicating a question.	How do we know who to call?
sentence	A sentence is a group of words which are grammatically connected to each other but not to any words outside the sentence. The form of a sentence's main clause shows whether it is being used as a statement, a question, a command or an exclamation. A sentence may consist of a single clause or it may contain several clauses held together by subordination or co-ordination.	You are my friend. [statement] Are you my friend? [question] Be my friend! [command] What a good friend you are! [exclamation]
singular	A word or form denoting or referring to just one person or thing.	I had one dress but Jane gave me another so now I have two dresses.
statement	See 'sentence'	
subordination	A subordinate word or phrase tells us more about the meaning of the word it is subordinate to. Subordination can be thought of as an unequal relationship between a subordinate word and a main word. For example: <ul style="list-style-type: none"> an adjective is subordinate to the noun 	big dogs [big is subordinate to dogs] Big dogs need long walks. [big dogs and long walks are subordinate to need] We can watch TV when we've finished. [when we've finished is subordinate to watch]

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	it modifies <ul style="list-style-type: none"> subjects and objects are subordinate to their verbs. 	
suffix	A suffix is an 'ending', used at the end of one word to turn it into another word. Suffixes cannot stand on their own as a complete word.	success – success ful teach – teacher r small – small est
tense (past, present)	Verbs in the past tense are commonly used to: <ul style="list-style-type: none"> talk about the past talk about imagined situations make a request sound more polite. Most verbs take a suffix –ed to form their past tense, but many commonly used verbs are irregular. Verbs in the present tense are commonly used to: <ul style="list-style-type: none"> talk about the present talk about the future. They may take a suffix –s (depending on the subject).	Antonio <u>went</u> on holiday to Brazil. [an event in the past] I wish I <u>had</u> a puppy. [an <i>imagined</i> situation] I <u>was</u> hoping you'd help tomorrow. [makes an implied request sound more polite] Paula <u>goes</u> to the pool every day. [describes a habit that exists now] She <u>can</u> swim. [describes a state that is true now] Her friends <u>are</u> coming to join her. [describes a plan in progress now]
verb	Verbs are sometimes called 'doing words' because many verbs name an action that someone does; while this can be a way of recognising verbs, many verbs name states or feelings rather than actions. Verbs can usually have a tense, either present or past (also future).	He <u>lives</u> in Birmingham. [present tense] The teacher <u>wrote</u> a song for the class. [past tense] He <u>likes</u> chocolate. [present tense; not an action] He <u>knew</u> my father. [past tense; not an action]
word	A word is a unit of grammar: it can be selected and moved around relatively independently, but cannot easily be split. In punctuation, words are	In KS1 we often refer to <i>finger spaces</i> between words.

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	normally separated by word spaces.	