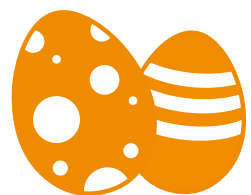


10-4-10

'10 minutes a day for ten days'

Glossary for Parents



**Easter
Revision**

Grammar

<u>Term</u>	<u>Function</u>	<u>Examples</u>
Active voice	<p>Where the <u>subject</u> performs the <u>action</u>.</p> <p><i>See also: passive voice</i></p>	<p>The boy <u>kicked</u> the ball. (Subject, action)</p> <p>She <u>smashed</u> the window. (Subject, action)</p>
Adjective	<p>A word that <u>describes a thing</u> (the <u>noun</u> or <u>pronoun</u>).</p>	<p>The boy is tall. (<u>noun, adjective</u>)</p> <p>She is happier than him. (<u>pronoun, adjective</u>)</p> <p>The green bird is happy. (<u>noun, adjective</u>)</p>
Adverb	<p>A word that <u>describes or adds meaning to words other than nouns</u>.</p> <p>They often tell us how, when or where something happened.</p>	<p>He ran quickly. (adverb)</p> <p>Sometimes it rains. (adverb)</p> <p>He soon learnt how to do it. (adverb)</p>
Adverbial phrases	<p>A <u>group of words that could be replaced with one adverb</u>.</p> <p>These can go at the beginning, in the middle or at the end of a sentence.</p>	<p>The girl talked at the top of her voice. (<i>This could be replaced with the adverb 'loudly'.</i>)</p> <p>At around seven o' clock, we walked home. (<i>This could be replaced with the adverb 'later'.</i>)</p>
Antonyms	<p>Two words that mean the opposite of one another.</p>	<p>dark / light</p> <p>tall / short</p> <p>above / below</p>
Clause	<p>A <u>group of words built around a verb</u>.</p> <p>Sentences can be made of one or more clauses.</p> <p>Main clause: This is the most important clause in a sentence. It must make sense by itself.</p> <p>Subordinate clause: This depends on the main clause to make sense. It cannot be a sentence by itself.</p>	<p>I'll walk to the town, <i>before it gets dark</i>. (Main clause, subordinate clause)</p> <p><i>As soon as he gets home</i>, we can start cooking. (Subordinate clause, main clause)</p> <p>The man, <i>who was nearly thirty years old</i>, walked along the beach. (Main clause, relative clause)</p>

	<p>Relative clause: This is a type of subordinate clause and begins with a relative pronoun, e.g. that, which, who. It tells us more about the noun.</p>	
Conjunction	<p>Words that link ideas together.</p> <p>Coordinating conjunction: This links two words or phrases together as an equal pair. E.g. and, but, so, or</p> <p>Subordinating conjunction: This introduces a subordinate clause. E.g. although, because, unless, even though</p>	<p>I like vegetables and fruit. (Coordinating conjunction).</p> <p>Do you want tea or coffee? (Coordinating conjunction).</p> <p>I like pineapple, although I don't have it very often. (Subordinating conjunction).</p> <p>I don't buy strawberries, unless they are reduced. (Subordinating conjunction).</p>
Contractions	<p>Two words shortened to make one word.</p> <p>Use an apostrophe 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>
Determiners	<p>A word or words that come before a noun or noun phrase. It makes it clearer what – or how many – the noun refers to.</p>	<p>Pass me a pen.</p> <p>Pass me the pen.</p> <p>Pass me that pen.</p> <p>Pass me some pens.</p> <p>Pass me three pens.</p>
Direct speech	<p>This is where the exact words that were spoken are written inside a pair of inverted commas.</p> <p>There is usually also a reporting clause that tells you who said / shouted (etc.) the words.</p>	<p>"Hello," said mum. (Exact words spoken.)</p> <p>Nathan shouted, "Where are you going? We're late!" (Exact words spoken.)</p>
Modal verbs	<p>These go before another verb and tell us how possible / likely something is.</p> <p>Modal verbs can indicate certainty – something is definitely going to happen (must, will, shall).</p> <p>Modal verbs can indicate possibility – something might happen (can, could,</p>	<p>I will go to town. (This is a <u>certainty</u>.)</p> <p>I could go to town. (This is a <u>possibility</u>.)</p> <p>Later on, we shall go running. (This is a <u>certainty</u>.)</p> <p>Later on, we may to go to town. (This</p>

	may, might, ought, should, would)	is a <u>possibility</u> .)
Noun	<p>Naming words (person, animal, place, thing or idea).</p> <p>Common nouns: <u>general names</u> for a person, place, thing or idea. E.g. boy, town, music, happiness.</p> <p>Proper nouns: names for a <u>specific</u> person, place or thing. E.g. James, London, January. These always begin with a capital letter.</p> <p><i>See also: pronouns</i></p>	<p>The <u>cat</u> was scared of the loud <u>music</u>. (Common nouns)</p> <p>It is <u>time</u> to get some <u>sleep</u>. (Common nouns)</p> <p><u>Mr Thomas</u> stood outside <u>Connaught School</u> last <u>Friday</u>. (Proper nouns)</p>
Noun phrases	<p>These are a <u>group of words</u> that could be replaced with <u>one noun</u>.</p>	<p><u>All of the small dogs</u> raced around the park. (This could be replaced with the noun '<u>dogs</u>').)</p> <p>Unfortunately, Simon dropped <u>some of the fragile plates</u> onto the floor. (This could be replaced with the noun '<u>plates</u>').)</p>
Object	<p>A <u>noun, pronoun or noun phrase</u> that is <u>having something done to it</u>.</p> <p><i>See also: subject</i></p>	<p>The boy <u>dropped</u> a <u>pen</u>. (<i>Verb, object</i>)</p> <p>He <u>drank</u> <u>coffee</u>. (<i>Verb, object</i>)</p> <p>Amy <u>pushed</u> <u>it</u> over. (<i>Verb, object</i>)</p>
Passive voice	<p>Where the <u>action comes before the agent</u>.</p> <p>(The passive voice often uses 'by' i.e. The was..... by.....)</p> <p><i>See also: active voice</i></p>	<p>The <u>ball</u> <u>was kicked</u> by the <u>boy</u>. (<i>Action before agent</i>)</p> <p>The <u>window</u> <u>was smashed</u> by the <u>girl</u>. (<i>Action before agent</i>)</p>
Prefix	<p>A <u>letter or group of letters</u> which is <u>added to the beginning of a root word</u> to change its meaning.</p>	<p>do → <u>undo</u></p> <p>circle → <u>semicircle</u></p> <p>legal → <u>illegal</u></p>
Prepositions	<p>Tell you where or when something is / was compared to something else.</p>	<p>He waited <u>inside</u> his car <u>before</u> going out <u>in</u> the rain.</p>

Pronoun	<p>Takes the place of a <u>noun</u> or <u>noun phrase</u>. They are often used to avoid repetition. E.g. I, me, you, he, it, we, us</p> <p>Possessive pronouns: pronouns that indicate <i>belonging</i>. E.g. mine, yours, his, hers, theirs</p> <p>Relative pronouns: introduce a relative clause. E.g. who, which, that</p>	<p><u>Steve</u> left the <u>book</u> in <u>Westgate</u>. <u>He</u> left <u>it</u> <u>there</u>. (Pronouns)</p> <p><u>James and Becci</u> read <u>some books</u>. <u>They</u> read <u>them</u>. (Pronouns)</p> <p>That is <u>my book</u>. That is <u>mine</u>. (Possessive pronoun)</p> <p>This pen, <u>which</u> has a blue lid, is brand new. (Relative pronoun)</p>
Sentence	<p>A sentence is made up of one or more main clauses. There are different types of sentences.</p> <p>Command: This tells someone to do something. These often start with a verb.</p> <p>Exclamation: Where you are saying something surprising or with force. These end with an exclamation mark.</p> <p>Question: This asks for information. They often start with a question word. They must end with a question mark.</p> <p>Statement: This gives information. It usually has the subject before the verb. It usually ends in a full stop.</p>	<p><u>Don't</u> shout out. (Command)</p> <p><u>Stop</u> doing that. (Command)</p> <p>What a surprise! (Exclamation)</p> <p>Awesome! (Exclamation)</p> <p>Is that yours? (Question)</p> <p>I'm excited, <u>are</u> you? (Question)</p> <p>I am hungry. (Statement)</p> <p>Next week I am going abroad. (Statement)</p>
Singular and plural	<p>Most nouns have a singular and plural form – singular for 'one' and plural for 'more than one'.</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 <u>teeth</u> (Irregular)</p> <p>1 fish → 2 fish (No change)</p>
Standard English	<p>The formal version of English.</p>	<p><u>I did</u> my homework. (NOT 'I done')</p> <p><u>We were</u> walking home. (NOT 'We was')</p>
Subject	<p>The <u>noun, pronoun or noun phrase</u> that is <u>doing</u> what the verb says.</p> <p><i>See also: object</i></p>	<p>The <u>boy</u> <u>dropped</u> a pen. (Subject, verb object)</p> <p><u>He</u> <u>drank</u> coffee. (Subject, verb)</p>

		Amy pushed it over. (Subject, verb)
Suffix	A letter or group of letters which is added to the end of a root word to change its meaning.	do → doing agree → agreement legal → legalise
Synonym	Two words that have a similar meaning to one another.	happy / cheerful big / large angry / furious
Verb	'Doing' or 'being' words <i>See also: modal verb</i>	I jumped around the garden. I have three pens. She is tired but I am not.

<u>Tenses</u>		
<u>Term</u>	<u>Function</u>	<u>Examples</u>
Future (simple)	For an action which will happen in the future . Usually uses ' will ' and then the verb .	They will live in London. He will walk home. I will eat dinner.
Past (simple)	For an action which was completed in the past . Usually uses verbs with the -ed suffix.	They lived in London. He walked home. I ate dinner. (<i>Irregular verb</i>)
Present (simple)	For something that is happening now or generally happens frequently or regularly . Can describe habits or something that is generally true.	They live in London. (True) He walks home. (Happening now) I eat dinner. (Frequent habit) I visit Gran every Christmas. (Regular habit)

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

Punctuation

<u>Term</u>	<u>Function</u>	<u>Examples</u>
Apostrophes	<p>For omission: Show you have omitted (missed out) some letters, often when joining words together. <u>See: contractions.</u></p> <p>For possession: Show that one thing belongs to another.</p>	<p>For omission:</p> <p>have not → haven't</p> <p>she will → she'll</p> <p>For possession:</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>
Brackets	<p>Used to add extra information that is not essential.</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>) shouted at my cat.</p> <p>The tree in my garden (<i>a large oak</i>) was chopped down last night.</p>
Capital letters	<p>Used at the beginning of a sentence or for proper nouns.</p>	<p>Tomorrow Mrs Green is going to walk to Bagshot.</p>
Colons	<p>Used before a definition or an explanation about something or to introduce a list.</p>	<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>
Commas	<p>1. Separate items in a list</p> <p>2. Separate parts of a sentence i.e. clauses.</p>	<p>1. I need to buy flour, eggs and milk.</p> <p>2. Tom, who is my friend, met me in town.</p>
Dashes	<p>Used to separate parts of a sentence.</p>	<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>
Exclamation marks	<p>Show when something is surprising or said with force.</p>	<p>Wow! That's amazing!</p> <p>Bang! That was loud!</p>

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