



Grammar Glossary

(to accompany BWMAT Writing Progression documents)



Bath & Wells Multi Academy Trust
Narrative Progression for Writing

A guidance document to support teachers in the teaching of grammar within the English curriculum from Year 1 to Year 6

BATH & WELLS
Multi Academy Trust
 Jointly written by Claire Ritohide and teachers from Bath & Wells MAT schools



Bath & Wells Multi Academy Trust
Mixed age coverage for writing

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Bath & Wells Multi Academy Trust
Narrative Progression for Writing

Guidance to support the planning and teaching of fiction writing in Year 1 to Year 6

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 Written by Claire Ritohide and adapted in conjunction with teachers from Bath & Wells MAT schools



Bath & Wells Multi Academy Trust
Non-Fiction Progression for Writing

Guidance to support the planning and teaching of non-fiction writing in Year 1 to Year 6

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Key Grammatical Terminology (to accompany BWMAT Writing Progression documents)

Terminology	Definition	Examples
Active voice	An active verb has the usual pattern of subject and object.	Active: <i>The school arranged a visit.</i> Passive: <i>A visit was arranged by the school.</i>
Adjective	A word that describes a noun.	- <i>a huge dragon</i> (one adjective) - <i>a huge and scary dragon</i> (two adjectives with 'and') - <i>a huge, scary dragon</i> (two adjectives with a comma)
Adverbs Adverbials Adverbial Phrases	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. The best way to identify an adverb is to identify the verb initially and then identify which part of the sentences tells you more about the verb, e.g. how they did it, when they did it. An adverbial and adverbial phrases use more than one word to modify the verb.	Fronted adverbials for time e.g. <i>before long</i> ; manner e.g. <i>without hesitating</i> and place e.g. <i>on the horizon</i> Adverbs for frequency e.g. <i>always, often, never</i> and quantity e.g. <i>most, some, hardly, all</i> Adverbs to express time e.g. <i>later, soon, next, after</i> and place e.g. <i>beyond, under, beside, above</i> Adverbs to express manner e.g. <i>quietly, quickly, sadly, bravely, terrifyingly</i> Adverbs for possibility e.g. <i>certainly, possibly, surely, definitely, undoubtedly</i>
Antonym	Two words are antonyms if their meanings are opposites.	<i>hot – cold</i> <i>light – dark</i> <i>light – heavy</i>
Apostrophe for possession (Singular)	Apostrophe for possession – indicates that an item belongs to that subject.	Singular possession (one subject) – the apostrophe comes before the 's', e.g. <i>The dragon's cave (one dragon)</i>
Apostrophe for possession (plural)	Apostrophe for possession – indicates that an item belongs to that subject.	Plural possession (more than one subject) – the apostrophe comes after the 's', e.g. <i>The dragons' cave (lots of dragons)</i>
Bullet points	Bullet points are used to draw attention to important information within a document so that a reader can identify the key issues and facts quickly. There are no fixed rules about how to use them, but here are some guidelines.	1. The text introducing a list of bullet points should end with a <u>colon</u> 2. If the text that follows the bullet point is not a proper sentence, it doesn't need to begin with a capital letter, nor end with a <u>full stop</u> , e.g. Tonight's agenda includes: <ul style="list-style-type: none"> • annual review of capital gains issues • outstanding inheritance tax issues 3. If the text that follows the bullet point is a complete sentence, it should begin with a capital letter; a full stop at the end is technically required but is not absolutely essential, e.g. The agenda for tonight is as follows: <ul style="list-style-type: none"> • We will conduct an annual review of capital gains issues. • Attorney Sanso will talk about outstanding inheritance tax issues.
Colon	Colons are used to introduce. They may introduce a list, a quote, an explanation or a definition.	List, e.g. You will need three things for the trip: a hat, a packed lunch and a change of clothes. Quote, e.g. He stormed into the room and declared: "Get away from my dog!" Explanation, e.g. The tree had fallen: there had been 80mph winds. Definition, e.g. Penguin (noun): a large black and white flightless seabird
Commas to avoid ambiguity	Commas are important because they separate parts of a sentence. They may help make the meaning clear and prevent ambiguity or confusion.	Watching the dragon Jack began to tremble. It is not clear if the dragon is called Jack or if Jack is the one who is beginning to tremble. When a comma is added, the meaning becomes clear. Watching the dragon, Jack began to tremble.
Complex sentence	A complex sentence has an independent clause and at least one subordinate clause. The subordinate clause can be at the beginning of the sentence (but must be demarcated with a comma at the end) or it can be after the main clause.	Although the dragon looked scary, it was actually very friendly. The dragon was actually very friendly, although it looked scary.
Compound sentence	A compound sentence will have at least 2 main clauses. It will contain at least 2 subjects and 2 verbs. A co-ordinating conjunction will join the 2 clauses (and, but, so, yet, for, or)	The dragon flew down and the people ran away.

<p>Conjunctions</p>	<p>A conjunction links two words or phrases together.</p> <p>There are two main types of conjunctions: co-ordinating conjunctions (e.g. <i>and</i>) link two words or phrases together as an equal pair</p> <p>subordinating conjunctions (e.g. <i>when</i>) introduce a <u>subordinate clause</u></p>	<p>The dragon flew down and the people ran away. (Co-ordinating conjunction)</p> <p>The dragon was actually very friendly, although it looked scary. (Subordinating conjunction)</p>
<p>Dash</p>	<p>A dash can be used around some extra information in a sentence to draw attention to it. This is called parenthesis. The sentence must still make sense if the extra information were not there.</p> <p>It can also be used at the end to 'tag on' information. It is used for effect in writing.</p>	<p>The dragon - huge and terrifying - circled above their heads.</p> <p>The white sand, the warm water, the sparkling sun - this is what brought them to Fiji.</p>
<p>Determiner</p>	<p>A determiner specifies a noun as known or unknown, and it goes before any modifiers (e.g. adjectives or other nouns).</p> <p>The easiest way to identify a determiner is that they come before a noun or noun phrase.</p>	<p>Some examples of determiners are:</p> <ul style="list-style-type: none"> - demonstratives (e.g. this, those) - articles (the, a, an) - possessives (e.g. my, your) - quantifiers (e.g. some, every). - numbers (five hats, eight hats, twenty hats) <p>E.g.</p> <ul style="list-style-type: none"> - the home team [article, specifies the team as known] - a good team [article, specifies the team as unknown] - that pupil [demonstrative, known] - Julia's parents [possessive, known] - some big children [quantifier, unknown]
<p>Ellipsis</p>	<p>An ellipsis has different purposes and can be very useful in writing.</p> <p>It can be used to show a word or words have been removed from a quote.</p> <p>It can create suspense by adding a pause before the end of the sentence.</p> <p>It can also be used to show the trailing off a thought.</p>	<p>The space station has a cracked window... it is very dangerous.</p> <p>If only she hadn't opened the door...</p> <p>I thought I would... Oh, never mind. It doesn't matter now.</p>
<p>Fronted adverbials</p>	<p>Fronted adverbials are words or phrases at the beginning of a sentence used to describe the action that follows. They can tell you more about its time, how often it happens, its place or manner.</p>	<p>Before long, the dragon had ...</p> <p>Without hesitating, the dragon...</p> <p>On the horizon, the dragon...</p> <p>Quickly, the dragon...</p> <p>Last week, the dragon...</p>
<p>Hyphen</p>	<p>A hyphen (-) is a punctuation mark used to join the separate parts of a compound word. A hyphen is a joiner. Use hyphens in compound adjectives and nouns to show they are single entities and avoid ambiguity.</p>	<p>Compound adjectives, e.g. fire-breathing dragon</p> <p>Compound nouns, e.g. editor-in-chief</p>
<p>Inverted Commas Direct Speech</p>	<p>Direct speech is a sentence in which the exact words spoken are reproduced in inverted commas (previously known as speech marks).</p>	<p>For example: "You'll never guess what I've just seen!" said Sam, excitedly. "What's that?" asked Louise. "A dragon!"</p>
<p>Main clause</p>	<p>A main clause contains a subject and a predicate (the part of a sentence containing a verb) and is formed from a group of words that make sense on their own. Sometimes a main clause forms one complete sentence in its own right; at others times a main clause forms part of a longer, more complex sentence.</p>	<p>The terrifying dragon let out its final roar.</p> <p>Although the dragon looked scary, it was actually very friendly.</p> <p>The dragon was actually very friendly, although it looked scary.</p>
<p>Modal verb</p>	<p>Modal verbs are used to change the meaning of other <u>verbs</u>. They can express meanings such as certainty, ability, or obligation.</p>	<p>Some examples: can, will, should, could, may, won't</p> <p>The dragon could kill you if you are not careful.</p>
<p>Nouns</p>	<p>A word that refers to a person, place or thing. There are different types of noun: common noun (objects), proper noun (capital letter words), pronoun (words that replace the noun), collective noun (refers to a group), abstract noun (ideas, concepts, emotions, things you can't physically interact with).</p>	<p>Common noun: table, glass, paper, tree. Proper noun: Yeovil, Mr Jones, Tom. Pronoun: I, she, he, them, it. Collective noun: our class, swarm of bees, our team. Abstract noun: success, hatred, love, bravery.</p>

Nominalisation	A nominalisation is a verb (or adjective) that functions as a noun.	The destruction of the village has had a huge impact.
Noun phrase and expanded noun phrase	A noun phrase is a phrase which includes a noun and the modifiers that distinguish it. It gives you more information about the noun.	KS1 a dragon its breath some wings a huge dragon a huge and scary dragon a huge, scary dragon Year 3 A really scary dragon Very fiery breath Year 4 A really scary dragon in the heart of the cave A huge creature with fiery breath
Object	An object is normally a <u>noun</u> , <u>pronoun</u> or <u>noun phrase</u> that comes straight after the <u>verb</u> and shows what the verb is acting upon.	Year 2 designed dragons . [noun acting as object] I like that . [pronoun acting as object] Some people suggested a pretty dragon . [noun phrase acting as object]
Parenthesis	Parenthesis is added information that is not needed for the sentence to make sense. The parenthesis can be shown by using a pair of: - Commas, - Dashes, - Brackets The register of the prose is affected by the choice of the punctuation: - Commas are most used. - Brackets tend to be used in formal writing. - Dashes tend to be used in informal writing.	Comma Example: The dragon, huge and terrifying , circled above their heads. Brackets tend to be used in formal writing. The court should know that Darksmoke (the dragon) has up until now always been thought of as the village's enemy Dashes tend to be used in informal writing. Well, it was like this: the dragons who had been waiting in the cave - some of them as weak as newborn kitten - had just got a bit bored with waiting
Passive voice	A passive verb has its usual pattern of <u>object</u> and <u>subject</u>	Passive: It was eaten by our dragon. Active: Our dragon ate it. Passive: A meeting was arranged by the dragons. Active: The dragons arranged a meeting. Passive: Our cat got eaten by a dragon. Active: A dragon stomped on our cat.
Preposition	A preposition links a following <u>noun</u> , <u>pronoun</u> or <u>noun phrase</u> to some other word in the sentence. Prepositions often describe locations (positions) or directions , but can describe other things, such as relations of time . Note: Words like <i>before</i> or <i>since</i> can act either as <u>prepositions</u> or as <u>conjunctions</u> .	Darksmoke waved goodbye to the Villagers. She'll be back from her lair in two weeks. The dragon egg was on the table. I haven't seen the dragon since this morning.
Prepositional phrase	Phrases that begin with prepositions.	The sun shone brightly on the mountain top .
Perfect verb form Present perfect Past perfect Future perfect	The perfect form is the verb tense used to indicate a completed, or "perfected," action or condition. The verbs are preceded by 'has', 'had' or 'have' depending on their tense. Verbs can appear in any one of three perfect tenses: present perfect, past perfect, and future perfect.	Present Perfect: I have finished my dragon research already. Past Perfect: She had watched the villagers for an hour before he terrorised them. Future Perfect: Darksmoke will have finished by the time the villagers return.
Progressive verbs	The progressive form is a verb tense used to show an <u>ongoing</u> action in progress at some point in time. It shows an action still in progress. The perfect and progressive forms can be combined, as in the following examples (again, the form of the helping verbs indicates the tense):	Present Progressive: The fire is smouldering slowly. Past Progressive: The dragons were flying back and forth. Past Progressive: Darksmoke was practising her fire breathing. Future Progressive: The dragons will be swooping. Present Perfect Progressive: I have been flying for an hour. Past Perfect Progressive: I had been flying for an hour. Future Perfect Progressive: I will have been flying for an hour.

Pronouns	These are any of a small set of words (such as <i>I, she, he, you, it, we, or they</i>) in a language that are used as substitutes for nouns or noun phrases and whose referents are named or understood in the context.	<table border="1"> <thead> <tr> <th></th> <th colspan="3">SINGULAR</th> <th colspan="3">PLURAL</th> </tr> <tr> <th></th> <th>subjective</th> <th>objective</th> <th>possessive</th> <th>subjective</th> <th>objective</th> <th>possessive</th> </tr> </thead> <tbody> <tr> <td>1st person</td> <td><i>I</i></td> <td><i>me</i></td> <td><i>my, mine</i></td> <td><i>we</i></td> <td><i>us</i></td> <td><i>our, ours</i></td> </tr> <tr> <td>2nd person</td> <td><i>you</i></td> <td><i>you</i></td> <td><i>your, yours</i></td> <td><i>you</i></td> <td><i>you</i></td> <td><i>your, yours</i></td> </tr> <tr> <td>3rd person</td> <td><i>he</i> <i>she</i> <i>it</i></td> <td><i>him</i> <i>her</i> <i>it</i></td> <td><i>his</i> <i>her, hers</i> <i>its</i></td> <td><i>they</i></td> <td><i>them</i></td> <td><i>their, theirs</i></td> </tr> </tbody> </table>		SINGULAR			PLURAL				subjective	objective	possessive	subjective	objective	possessive	1 st person	<i>I</i>	<i>me</i>	<i>my, mine</i>	<i>we</i>	<i>us</i>	<i>our, ours</i>	2 nd person	<i>you</i>	<i>you</i>	<i>your, yours</i>	<i>you</i>	<i>you</i>	<i>your, yours</i>	3 rd person	<i>he</i> <i>she</i> <i>it</i>	<i>him</i> <i>her</i> <i>it</i>	<i>his</i> <i>her, hers</i> <i>its</i>	<i>they</i>	<i>them</i>	<i>their, theirs</i>
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Relative pronoun Relative clauses	A relative clause is a special type of <u>subordinate clause</u> that modifies a <u>noun</u> . It often does this by using a relative pronoun such as <i>who</i> or <i>that</i> to refer to that noun, though the relative pronoun <i>that</i> is often omitted.	In the examples, the relative clauses are underlined, and both the pronouns and the words they refer back to are in bold That's the dragon <u>who lives near</u> the village. [who refers back to the dragon] The human <u>that I caught</u> was tasty. [that refers back to the human] Darksmoke burnt the castle , <u>which annoyed the King</u> . [which refers back to the whole clause] Relative Pronoun Examples: Who, whose, that, which, when, where, whom																																			
Semi-colon	Punctuation that is used between main clauses which are not joined by a conjunction. Rule 1: The semi-colon can be used instead of a full stop. It can link two complete sentences and join them to make one sentence. The two sentences must be on the same theme for it to make grammatical sense. Rule 2: The semi-colon can be used in a descriptive list instead of using commas. This is appropriate when we describe each item in the list, <u>extending the sentence</u> .	Rule 1: Darksmoke promised to reform; a few days later, she forgot everything. The door swung open; Darksmoke strode in. Darksmoke found a ball; she played with it as soon as she got home. The terrifying dragon let out its final roar; she fell to the ground. Rule 2: The dragon ate everything in its path: trees and bushes; the castle wall and even a whole heard of sheep.																																			
Simple sentence	A sentence where only 1 thing is found out. The sentence will only have 1 main clause. It will contain a subject and a verb.	I went to the dragon's lair. The dragon flew around the village. It didn't take long to get to the cave.																																			
Subject	The subject of a sentence is the person, place, thing, or idea that is doing or being something. You can find the subject of a sentence if you can find the verb. The subject of a verb is normally the noun, noun phrase or pronoun that names the 'do-er' or 'be-er'.	The dragon breathed out fire.																																			
Subjunctive form	In some languages, the <u>inflections</u> of a <u>verb</u> include a large range of special forms which are used typically in <u>subordinate clauses</u> , and are called 'subjunctives'. English has very few such forms and those it has tend to be used in rather formal styles. The subjunctive is used to emphasise urgency or importance. It is used after certain expressions	If the dragon were to defeat the warrior, the village would fall.																																			
Subordinate clause	A subordinate clause is a clause that does not make sense on its own. It cannot be a sentence by itself and the sentence will still make sense without it. A subordinate clause begins with a subordinating conjunction (although, after, before, even though, provided, whenever, until, unless, because...).	Although the dragon looked scary, it was actually very friendly . The dragon was actually very friendly , although it looked scary.																																			
Synonym	Two words are synonyms if they have the same meaning, or similar meanings.	talk – speak old – elderly																																			
Verb	An action, occurrence or a state of being. Commonly known as the 'doing word' in the sentence – something you can 'do'. But it's important to remember that verbs aren't always doing words. For example, in the sentence: I went home, the verb is went.	The dragon flew over the horizon.																																			