|  |
| --- |
|  |
|  |

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

|  |
| --- |
|  |
| **Clauses** A clause is a group of words which **Main clause:** My sister is older than me. does contain a verb; it is part of a  sentence. **Subordinate:** My sister is older than me **and she is very annoying**. There are two kinds of clauses:  1. A ***main clause*** (makes sense **Embedded clause:** My sister**, who is very annoying,** is older than on its own) e.g.: Sue bought a me.  new dress.  2. A **subordinate clause** (does not make sense on its own; it depends on the main clause for its meaning) |
| **Colon** Punctuation which indicates that an On School journey you will need to bring: a waterproof coat, example, a list, or more detailed willies, warm jumpers and any medication.  explanation follows.  Marvin was stunned: he had never seen a firework display like it! |
| **Command** A sentence that tells someone to do Do the washing up. something. |
| **Commas** Punctuation which shows a pause, Jenny’s favourite subjects are maths, literacy and art.  separates clauses or separates items in Joe, Evan and Mike were chosen to sing at the service.  a list. The giant had a large head, hairy ears and two big, beady eyes.  *Where the phrase (embedded clause) could be in* [*brackets:*](http://correctpunctuation.explicatus.info/index.php?Brackets)  The recipe, which we hadn't tried before, is very easy to follow.  *Where the phrase adds relevant information:*  Mr Hardy, aged 68, ran his first marathon five years ago.  *To mark a subordinate clause:*  If at first you don't succeed, try again.  Though the snake was small, I still feared for my life.  *Introductory or opening phrases:*  In general, sixty-eight is quite old to run a marathon. On the whole, snakes only attack when riled.  *Fronted verbs:*  Unfortunately, the bear was already in a bad mood  and, furthermore, pink wasn't its colour. |
| **Complex** A sentence with a main clause and at *Although it was late, I wasn’t tired.*  **sentences** least one subordinate clause.  *My Gran (who is as wrinkled as a walnut) is one hundred years*  *old.* |
| **Compound** A sentence with two main clauses *It was late* but *I wasn’t tired.*  **sentences** joined together with a connective like:  and, but, or. |

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

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

|  |
| --- |
|  |
| **Past tense** Tells you about what happened in the Yesterday, Marvin ***bought*** a new PSP. past.  Regular past tense verbs end in ‘ed’. Juliana ***walked*** down the road. |
| **Personification** Giving human qualities to animals or The Sun smiled on the World. objects.  The birds sung their beautiful song. |
| **Phrase** Part of a sentence which does not In an **adjective phrase**, one or more words work together contain a verb and does not make to give more information about an **adjective**.  sense on its own.  so very **sweet**   **earnest** in her desire   very **happy** with his work  In an **adverb phrase**, one or more words work together to give more information about an **adverb**.   especially **softly**   **formerly** of the city of Perth   much too **quickly** to see clearly  In a **noun phrase**, one or more words work together to give more information about a noun.   all my dear **children**   the information **age**   seventeen hungry **lions** in the rocks |
| **Plurals** More than one person, place or thing. *Most nouns are made into plurals by adding –s:*  Three bikes  *Some nouns ending in –o are made into plurals by adding –es:*  Two mangoes  *Most nouns ending in hissing, shushing or buzzing sounds are made into plurals by adding –es:*  Ten dresses  *For words ending in a vowel and then –y, just add –s:*  Eight turkeys  *For words ending in a consonant and then –y, change -y to -i and add –es:*  Five flies  *Most nouns ending in -f or-fe change to -ves in the plural:*  Six halves |
| **Prefix** A letter, or group of letters, added to Adding ‘un’ to happy – **un**happy the beginning of a word to change its Adding ‘dis’ to appear – **dis**appear meaning. Adding ‘re’ to try – **re**try |
| **Present tense** Tells you about what is happening I am ***writing*** a SPAG Glossary!  now.  Verbs often ends with ing in present tense. |

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

|  |  |  |
| --- | --- | --- |
|  | | |
| **Speech marks** Punctuation marks used in pairs ( “ ”) *For direct speech:*  **(inverted** to indicate: Janet asked, "Why can't we go today?"  **commas)**   quotes (evidence). *For quotes:*   direct speech The man claimed that he was “shocked to hear the news”.   words that are defined, that  follow certain phrases or that *For words that are defined, that follow certain phrases or that*  have special meaning. *have special meaning:*  'Buch' is German for book.  The book was signed 'Terry Pratchett'.  The 'free gift' actually cost us forty pounds. | | |
| **Standard English** The form of English which follows formal rules of speech and writing. | | |
| **Statement** A statement is a sentence which gives Paper is made from trees. information. | | |
| **Subordinate** A clause which does not make sense Sue bought a new dress ***when she went shopping.***  **clause** on its own, but gives extra information \*‘when she went shopping’ is the subordinate clause as it would  to the main clause. not make sense without the main clause. | | |
| **Subject** The person or thing that carries out the action or verb. | | |
| **Suffix** A letter, or group of letters, added to Adding ‘ish’ to child – child**ish** the end of the word to change its Adding ‘able’ to like – like**able** meaning. Adding ‘ion’ to act – act**ion** | | |
| **Synonym** Words which have the same, or nearly Synonyms for:  the same meaning as each other.  Bad - awful, terrible, horrible Happy - content, joyful, pleased Look - watch, stare, glaze  Walk - stroll, crawl, tread | | |
| **Third person** When the writer speaks about He walked to the shops because he wanted to taste the new someone or something else. chocolate bar.  The pronouns ‘he/she/it/they/him/ her/it/them’ are used when writing in the third person | | |
| **Vowel** The letters: a, e, i, o, u. | | |
| **Verbs** A ‘doing’ word. The boy was  ***playing*** football.  The crowd  ***clapped*** as One Direction  ***took*** the stage. | | |
| **Word family** | The group of words that can be built  from the same root word | Builds, building, builder, built, rebuild, rebuilt |