# Year 1 key SPaG terminology

| Term | Meaning | Example |
|---|---|---|
| Capital | Letter used at the start of the sentence or a name. | A, B, C, D, E |
| Singular | One thing. | One man<br>One dog<br>One pan |
| Plural | More than one thing. | Two dogs<br>Three pans |
| Sentence | A group of words with a verb that make sense together. | The man had a dog. |
| Punctuation | Marks we use in sentences. | Full stops Question marks Exclamation marks |
| Full stop | A mark to show the end of a sentence. | . |
| Question mark | A mark to show the end of a question. | ? |
| Exclamation mark | A mark to show the end of a sentence with heightened emotion. | ! |
| Comma (for a list) | To separate items in a list. | I packed a bikini, flippers and a snorkel |

# Year 2 key SPaG terminology

| Term | Meaning | Example |
|---|---|---|
| Noun | People, places, or things. A naming word. | dog, man, table |
| Noun phrase | A small group of words which contains a noun but does not contain a verb. | a bank account<br>the hair brush<br>the small, black dog |
| Statement | A sentence which states something such an a fact, idea or opinion. | I like sweets. I am tired. |
| Question | A sentence which asks a question. It ends with a question mark. | Can I have some sweets? |
| Exclamation | A sentence which shows surprise or emotion or pain. It ends with an exclamation mark. | What a wonderful day that was! |
| Command | A sentence which tells someone to do something. It can end with an exclamation mark or a full stop. | Go over there.<br>Put that away! |
| Compound | When two smaller words are joined to make a bigger word. | foot+ball = football |
| Root word | Root words are words that make sense by themselves. | agree<br>happy |
| Suffix | Letters added to the end of a root word to make a new word. | agreeing happier |
| Adjective | A word that describe a noun. | fluffy, tiny, big |

| Term | Meaning | Example |
| --- | --- | --- |
| Adverb | A word that describes a verb. | quickly, slowly |
| Verb | An action or being word. | To run, to walk, to sit, to love |
| Past/present tense | Past tense – verb used to show something happened in the past.<br>Present tense – verb used to show something is happening now. | was, were<br>is, am |
| Apostrophe | To show contractions – when two words are joined and apostrophe replaces a letter.<br><br>To show something belongs to someone. | Do not = don't<br>Claire's coat |
| Homophone | Words which sound the same but mean different things. | Their/there/they're<br>which/witch |
| Conjunction | Words used to join clauses in a sentence. | and, but, for, or, nor, yet, although, because, if, until, unless, when |

# Year 3 key SPaG terminology

| Term | Meaning | Example |
|---|---|---|
| Conjunction | Words used to join clauses in a sentence. | and, but, for, or, nor, yet, although, because, if, until, unless, when |
| Preposition | A preposition sits before a noun to show the noun's relationship to another word in the sentence. | under, over, in, on |
| Word family | Groups of words that are closely related to each other in terms of their meaning. | graph – autograph, photograph, paragraph |
| Prefix | Letters added to the start of a root word. | disagree unhappy |
| Clause | A clause is a part of a sentence that has a verb. | I went to the shop. |
| Subordinate clause | A subordinate clause is a clause that doesn't make sense on its own. | I went to the shop because I was hungry. |
| Direct speech | Writing the actual words of a speaker using inverted commas (speech marks). | "I'm going," she said. |
| Consonant | Every letter in the English alphabet that is not a vowel. | b, c, d, f, g, h etc. |
| Vowel | The letters a, e, i, o, u in the English alphabet. | a, e, i, o, u |
| Inverted commas | Inverted commas are also known as speech marks or quotation marks. They use at the start and end of direct speech. | "I'm going," she said. |

# Year 4 key SPaG terminology

| Term | Meaning | Example |
|---|---|---|
| Determiner | A word that introduces a noun and identifies it in detail. | a, the, some, any, my or your |
| Pronoun | Word used to replace a noun and help to avoid having to repeat words. | I, her, his, she, he, they |
| Possessive pronoun | A pronoun showing possession. | mine, yours, hers, theirs. |
| Adverbial | A group of words that is used to indicate time, place, manner or frequency. | A crow attacked your cat while I was waiting for the bus.<br><br>I will show you the cellar after the shift. |
| Standard English | Standard English is the variety of English which is used, without regional and national variations. | I aint done anything – non-standard.<br><br>I haven't done anything – standard. |
| Co-coordinating con junctions | We use co-ordinating to join two parts of a sentence that are of equal weight or importance. | FANBOYS<br><br>For, and, nor, but, or, yet, so. |

# Year 5 key SPaG terminology

| Term | Meaning | Example |
|---|---|---|
| Modal verb | Verbs used to express ideas such as possibility, intention, obligation and necessity. | can, could, will, would, shall, ought, should |
| Relative pronoun | A relative pronoun is used to connect a clause or phrase to a noun or pronoun. They introduce a relative clause. | who, whom, which, whoever, whomever, whichever and that. |
| Relative clause | A relative clause explains or describes something that has just been mentioned. A relative clause adds further information and is punctuated by commas. | The table, which was made of oak, was beginning to look shabby. |
| Parenthesis | A word or phrase inserted as an explanation or afterthought into a sentence which would make sense without it. It is punctuated by brackets, dashes, or commas. | The Blue Whale – large, aquatic mammal – is now endangered. |
| Brackets | A pair of marks useful for separating off parenthesis or subordinate clauses. | ( ) |
| Dash | A pair of marks useful for separating off parenthesis or subordinate clauses. | – – |
| Cohesion | Using words and phrases to link paragraphs and sentences to help guide a reader through a piece of writing. | The Blue Whale is now an endangered species. However, work is being done to help improve the situation. |
| Ambiguity | Something that does not have a single clear meaning: something that is ambiguous. Commas can be used to avoid ambiguity. | Let's eat Sarah.<br>Let's eat, Sarah. |

| | | |
|---|---|---|
| Subordinate conjunctions | A subordinating conjunction introduces a subordinate clause (a clause that does not make sense on its own). | Because, while, as, although, until, if, etc. |
| Hyphen | Punctuation mark that connects two or more words which make up a compound noun or adjective. | close-up<br>dagger-like |

# Year 6 key SPaG terminology

| Term | Meaning | Example |
|---|---|---|
| Subject | The subject is usually the thing or person within a sentence who is carrying out an action. | The man ate a cream cake. |
| Object | The object is the thing or person in a sentence that is involved in an action, but does not carry it out. | The man ate a cream cake. |
| Active | When the verb of a sentence is in the active voice – the subject is doing the action, as in the sentence. | Kevin hit the ball |
| Passive | When the verb is in the passive voice – the subject of the sentence is acted on by the verb. | The ball was thrown by the pitcher |
| Synonym | A word or phrase that means exactly or nearly the same as another word or phrase. | Shut/close<br>Black/ebony |
| Antonym | A word opposite in meaning to another. | Bad/good<br>Beautiful/ugly |
| Ellipsis | An ellipsis is used to show that one or more words have been missed out or that a sentence is not finished. | No! Don't tell Dad about the… |
| Colon | Colons can be used after an independent clause if followed by a word or phrase which explains or answers the idea set in the previous clause.<br><br>They can be used at the start of a list if there is an independent clause before the punctuation. | The verdict had been reached: guilty!<br><br>I packed only essential items in my bag: a toothbrush, a hairbrush and some pyjamas. |

| Term | Meaning | Example |
| --- | --- | --- |
| Semi colon | A punctuation mark used to separate longer, detailed items in a list.<br><br>A punctuation mark that is used to separate two independent (main) clauses that are closely related. | There were three things she noticed: there was dirt on the wall, which hadn't been touched for months; the door was broken, hanging off one hinge; and the smell was disgusting and seemed to linger in your nostrils. |
| Bullet points | Bullet points are used to show items in a list. | • Sugar<br>• Flour<br>• Butter |
| Subjunctive mood | The subjunctive is a verb form or mood used to express things that could or should happen. It is used to express wishes, hopes, commands, demands or suggestions. | I wish I *were* able to fly (instead of I *was*)<br><br>I request that he *write* to her (instead of he *writes* to her) |
| Progressive tense | The present progressive tense is used to describe an action that is happening at the moment of speaking<br>The past progressive is used for a continuous action in the past. | I am dancing.<br><br>I was working. |
| Past perfect tense | The past perfect is used to talk about an event that was completed in the past before something else happened: | I had just finished cooking the meal when my guests arrived.<br>I didn't want to watch the film, as I had already seen it |
| Present perfect tense | We use the present perfect tense to talk about our experiences in a way that does not refer to when they happened.<br><br>We also use this tense to talk about an action which started in the past and is continuous up until now<br><br>We also use this tense to talk about something that has happened in the past but has a result in the present: | I have never been abroad.<br>I have been a doctor for ten year.<br>I have lost my passport. |