

End of KS2 Grammar Terminology

| Term | Definition |
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| Adjective | Describing word |
| Verb | Doing word |
| Noun | Person, place or thing |
| Adverb | Describes a verb/how something is done |
| Adverbial phrase | Describes when, why, how, how often or where something happens |
| Subject | The noun doing the verb e.g. The dog barked at the girl. |
| Object | The noun the verb is being done to e.g. The dog barked at the girl . |
| Conjunction | Joins sentences or clauses together |
| Coordinating Conjunction | Joins 2 main clauses together and can replace a full stop (FANBOYS) |
| Subordinating Conjunction | Joins a main clause and a subordinate clause (A WHITEBUS) |
| Preposition | Indicates where something can go e.g. under, on top, past, behind |
| Pronoun | Replaces a noun e.g. it, she, he, they |
| Possessive Pronoun | A pronoun indicating possession e.g. mine, yours, ours, theirs, its |
| Relative Pronoun | A pronoun that starts a relative clause e.g. who, where, which, that, whose |
| Determiner | A word placed before a noun to give additional information about them (usually to indicate how many) e.g. a, the, lots of, several |
| Subordinate Clause | A clause starting with a subordinating conjunction which cannot make sense on its own- it needs a main clause e.g. When the dinner is ready , I will let you know. |
| Relative Clause | A clause which adds more detail about a noun e.g. The girl, who was 10 years old, liked drawing. |
| Expanded Noun Phrase | A phrase describing and adding detail to a noun e.g. the towering, dark tree with gnarled branches |

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| Passive Voice | Where the voice of the sentence changes so the subject becomes the object e.g. The dog barked at the girl. (active) The girl was barked at by the dog. (passive) |
| Subjunctive form/mood | A voice which enables a writer to express a demand, suggestion or wish e.g. If I were the bus driver, I would have stopped. It is crucial that you not be rude to your parents. |
| Present Perfect Tense | To have + past tense verb e.g. She has lost her homework. |
| Past Perfect Tense | Had + past tense verb e.g. She had lost her homework. |
| Present Continuous/Progressive Tense | To be (present tense) + ing verb e.g. They are winning the game. |
| Past Continuous/Progressive Tense | To be (past tense) + ing verb e.g. They were winning the game. |
| Semi-colon ; | Used to join 2 related sentences/main clauses e.g. The dog barked at the girl; she was scared of it. Used to separate items in a list where the items being listed are detailed e.g. I went to the shop and I bought some beautiful, spring flowers for my mum; a roast chicken for dinner that evening; some potatoes and a variety of vegetables. |
| Colon : | Can be used between sentences where the second sentence explains or clarifies the first e.g. I went to the shop: I needed to buy some things for dinner. Used to introduce a list e.g. You can only fly from 3 airports: Bristol, Heathrow and Birmingham. <i>(must be a complete sentence before the colon)</i> To make the cupcakes you will need: <ul style="list-style-type: none"> - Flour - Sugar - Butter - Eggs |

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| Brackets | <p>Used to separate pieces of information (parenthesis) in a sentence e.g. Banksy (a famous yet anonymous artist from Bristol) is a street artist.</p> <p><i>(sentence must make sense without the contents inside the brackets)</i></p> |
| Dashes | <p>Used to separate pieces of information (parenthesis) in a sentence, particularly when the information is important or dramatic e.g. Banksy – if you can believe it – remains anonymous.</p> <p><i>(sentence must make sense without the contents inside the brackets)</i></p> <p>Used to join 2 main clauses together, particularly when the second is adding a sense of drama e.g.</p> <p>She had no choice- she had to run.</p> |