

St Nicolas C of E Academy

English Terminology by Year Group

YEAR ONE		
Terminology	Example	Teaching points
letter	This is the letter 'a' it makes the sound _____. It's letter name is _____	Check formation and positioning on the line.
capital letter/proper noun word	G ingerbread M an, N uneaton	Names of people and places need capital letters
singular plural sentence	1 cat 2 cats The cat sat on the mat.	A sentence makes sense by itself. It has a capital letter and a full stop. We can count the words in our sentence on our fingers to check it makes sense.
punctuation full stop question mark exclamation mark	. ? !	
conjunction (but, and, so, because)	I went to the park and I had an ice cream.	A conjunction joins two sentences (ideas) together.
adjective/noun phrase	There was a fluffy, little kitten with white paws.	The noun is kitten. We can describe it using adjectives.
fronted adverbial of time (First, Next, Then, After that,)	Just then, the Gingerbread Man jumped on the fox's back.	The children do not need to use the comma but it is worth pointing out, as some will begin to use it.

YEAR TWO

Terminology	Example	Teaching points
noun noun phrase expanded noun phrase adjective	There was a <u>fluffy, little kitten with white paws.</u>	Adjectives can be used to create a noun phrase. The noun is 'kitten' we can describe it using adjectives to create a noun phrase.
statement question exclamation command	The pen is blue. What colour is the pen? What a great pen! Stir the mixture.	These sentences... tell you something ask something are said with emotion/surprise tell you to <u>do</u> something and start with a <u>bossy</u> verb
compound	Whiteboard, superman	Two or more words that work together to create one meaning.
suffix	-ful -less -ness -er -est -ly	A <u>suffix</u> is a group of letters added to the END of a word to change its meaning.
verb	I can <u>jump.</u> These <u>are</u> my shoes. I <u>was</u> helping Dad.	A sentence has a verb. A verb describes an action or state of being. Children need to know that is/are/was/were are verbs as well as the obvious words that can be acted out as an action.
adverb	<u>Quickly,</u> the children ran inside I like chocolate ice-cream <u>best.</u> .	An adverb gives more information about the verb. Children will recognise many as words ending which end in –ly. However in the second example 'best' is an adverb as it gives information about the verb 'like.'
tense (past, present)	The Gingerbread man <u>was running</u> down the road. The Gingerbread <u>man is running</u> down the road.	In Year 2 children will write stories using the past tense. Instructions and non-fiction writing will usually be in the present tense.
apostrophe	The King's crown was full of jewels. Don't/I'm	Apostrophes are used to show ownership. Apostrophes can take the place of a letter in a contracted word.
comma	I need to buy eggs, milk and flour. Suddenly, lightning flashed	Commas are used to separate items in a list or after a fronted adverbial.

<p>Conjunction (subordinating) (when, if, that, because)</p>	<p>The train had stopped because it was broken.</p>	<p>Subordinating conjunctions join two ideas in a sentence.</p>
<p>Conjunction (co-ordinating) (using or, and, but)</p>	<p>I went to the park and I had an ice cream.</p>	<p>Co-ordinating conjunctions join two ideas in a sentence. The sentence either side of the conjunction are of equal importance and make sense on their own.</p>
<p>fronted adverbial of time, place or manner (First, Next, Then, After that)</p>	<p>Just then, (time) Across the river, (place) Quickly, (manner) Eg. <u>Just then</u>, the fox threw the Gingerbread man into the air.</p>	<p>The fronted adverbial gives extra information about the main idea and goes at the front of the sentence. The children should position the comma after the fronted adverbial.</p>

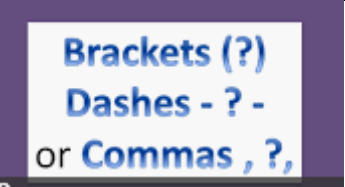
YEAR THREE		
Terminology	Example	Teaching Points
Preposition	After, in, to, around, while, from, with	Prepositions explain where things are in time or place.
Prepositional phrase	In the beginning, Before the fall, Around her neck,	Usually begins with a preposition and ends with a noun. It usually lacks a subject or verb (doesn't make sense on its own)
root word	real	Word families are groups of words that have a common feature or pattern Children need to play with words and experiment to make connections
word family	reality, really, realise	
prefix	Super- Anti- Auto-	A prefix is a group of letters added to the START of a word to change its meaning.
consonant letter vowel letter	All letters that are not vowels a e i o u	
Main clause Subordinate clause	The chicken sat on her egg. <u>Until it was time for it to hatch,</u> the chicken sat on her egg. The chicken sat on her egg <u>until it was time for it to hatch.</u> The subordinate clause is introduced by a subordinate conjunction. Use FANBOYS and ISAWAWABUB to help the children remember these.	The main clause makes sense by itself. The subordinate clause gives extra information. IMPORTANT – The subordinate clause may come at any place in the sentence.
direct speech/dialogue	The teacher called out, "Come and line up smartly." "Come and line up smartly please," the teacher called out. The children need to know that the reporting clause may come before or after it.	The direct speech/dialogue always begins with opening inverted commas, followed by a capital letter for the first letter of the first word spoken. The closing inverted commas should be placed OUTSIDE the full stop or the comma. The comma in both of the examples is the most often missed out by the children along with forgetting to use a capital to begin any speech/dialogue

reporting clause	<p>The reporting clause tells us who is speaking and how they are saying it.</p> <p>Adverbs can be used to add detail.</p> <p>“You can’t catch me, I’m the Gingerbread Man,” he cried <u>loudly</u>.</p>	
inverted commas (& ‘speech marks’)	“.....” are used around direct speech/dialogue	See above
Fronted adverbial of time, place and manner	See Year Two	
Paragraphs	<p>To begin with it can be easier to show the children how to separate their information into paragraphs by leaving a line.</p> <p>By the end of Year 4, children should use the next line and indent to paragraph their writing.</p>	<p>A paragraph is a layout tool to help organise the information.</p> <p>In fiction, we change to a new paragraph when there is a change in time, place or to introduce a new character.</p>

YEAR 4		
Terminology	Example	Teaching Points
<p><u>IMPORTANT</u> Please see all previous Year Group Terminology. This will need to be revised and consolidated.</p>		
<p>Fronted adverbial of time, place or manner (See Year 2)</p>	<p>Later that day, the children had a picnic on the field.</p>	<p>The children must use the commas accurately by the end of Year 4. Use word mats with fronted adverbials grouped for time, place or manner to support writing.</p>
<p>Proper noun</p> <p>Pronoun</p> <p>Pronoun to avoid repetition</p>	<p>England St Nicolas Atlantic Ocean</p> <p>James had a lollipop and he wanted to eat <u>it</u>.</p>	<p>Names of places and people are proper nouns and need capital letters. Children mix up words like 'doctor' and give it a capital letter. They need to know to use only a capital for the name of a specific doctor e.g. Doctor Foster</p> <p>Pronouns are used in the place of nouns ('naming' words), so that we don't repeat them too often.</p>
<p>possessive pronoun</p>	<p>My/mine/your/yours/his/hers/its</p> <p>The pen is his.</p> <p>The giraffe stretched its neck to reach the leaves.</p>	<p>The possessive pronouns show ownership. Misconceptions are that the children want to use an apostrophe for 'its.' They don't see it as a pronoun. Point out that you would not use an apostrophe for hi's. eg. The boy tied hi's shoes. X</p>

<p>Determiner</p>	<p>the shop a cat an owl these children some sweets</p>	<p>Determiners are used in front of nouns to show what you are referring to. If the word begins with a vowel 'sound' we use the word 'an' rather than 'a'</p>
<p>Apostrophe for: Possession</p> <p>Plural possession</p> <p>Plural 's' Possessive 's'</p>	<p>The girl's jacket was lost.</p> <p>The girls' changing room was messy.</p> <p>There were three <u>cats</u>.</p> <p>The <u>cat's</u> bowl was full of milk.</p>	<p>The first example suggest there is only one girl. The second example means more than one girl (plural)</p>

YEAR 5		
Terminology	Example	Teaching Points
<p><u>IMPORTANT</u> Please see all previous Year Group Terminology. This will need to be revised and consolidated.</p>		
Relative clause	<p>The children, <u>who were very excited</u>, were going to the Zoo.</p> <p>The kangaroo is an animal which lives in Australia.</p>	<p>The relative clause will begin with a relative pronoun.</p> <p>The clause can be embedded (sandwiched) as the <u>extra information</u>. The words either side of the relative clause should make sense as a sentence by themselves</p> <p>The clause can come at the end of a sentence and does not require a comma.</p>
Relative pronoun	<p>who – it is used to refer to people</p> <p>which - ...animals, objects or ideas</p> <p>whose- ...possession</p> <p>that - ...people, animals or objects</p> <p>where -... places</p> <p>when – ...time</p>	
Modal verbs	<p>might</p> <p>shall</p> <p>may</p> <p>will</p> <p>must</p> <p>can</p> <p>should</p> <p>could</p> <p>would</p>	<p>The modal verb tells us how likely/certain something is to happen.</p> <p>Nuneaton dialect makes the verb 'have' sound like 'of' after should, could and would. Use this opportunity to point this misconception out.</p> <p>I should of remembered my pencil. X (incorrect) I should <u>have</u> remembered my pencil. (correct)</p>
Cohesion	<p><u>Examples of a lack of cohesion.</u></p> <p>Lack of punctuation to clarify meaning.</p> <p>Not using a pronoun to avoid repetition.</p> <p>Repeating the same phrase</p> <p>Switching tense</p>	<p>Cohesion is the way that the writing works together.</p> <p>Many things can stop the writing being cohesive. The best way is to get the children to spot what doesn't work well within examples.</p>

	Lack of appropriate adverbials of time, place or manner	
Ambiguity	<p>When the meaning is not clear. A lack of punctuation can cause ambiguity.</p> <p>Let's eat, Grandma! Let's eat Grandma!</p>	https://www.bbc.com/teach/class-clips-video/confusing-sentences-using-commas-and-hyphens/zdv6nrd
<p>Parenthesis</p> <p>Brackets</p> <p>Dashes</p> <p>Commas</p>	 <p>Mount Everest (8,848 m) is the highest mountain above sea level.</p> <p>My favourite film is on the TV tonight – Finding Nemo</p> <p>My father, who works at the museum, gave my class a guided tour.</p>	<p>Extra information added to sentences to clarify and make things clear.</p> <p>The rest of the words in the sentence should make sense as a sentence without the information inside the parenthesis.</p>

YEAR 6		
Terminology	Example	Teaching points
subject	The person or thing that is being discussed or described.. Isaac threw a ball at the window.	Who or what the sentence is about
object	Isaac threw a ball at the window.	Who or what is receiving the action in a sentence
active	Harry ate sandwiches for lunch.	In an active sentence, the subject performs the action (the verb) to the object .
passive	Sandwiches were eaten by Harry for lunch.	In a passive sentence, the thing that would normally be the object gets turned into the subject through the use of the passive form of the verb. They often include a prepositional phrase starting with 'by'.
synonym	Rich/wealthy 12:00/noon	Synonyms are words with similar meanings.
antonym	Valuable/worthless	Antonyms are words with opposite meanings.
ellipsis	... (3 dots)	It can be used to show a word or words have been removed from a quote. It can create suspense by adding a pause before the end of the sentence.
hyphen	man-eating crocodile blood-thirsty vampire	Hyphens link separate words to make a new word. It is half the length of a dash.
colon	I would like the following: milk, cheese and bread. I have two hobbies: dancing and reading.	Colons can introduce a list.

semi-colon

The light on the street corner flickered; it would soon be completely dark.

Colons can introduce an answer.
The semi-colon joins two directly linked independent clauses.

bullet points

Bullet Points

Bullet Points are used for making lists. You could use them to organise a set of questions, a list of nouns or a checklist of things to do.

If your bullet point is a full sentence, use **capital letters** and **full stops**.

- The Colosseum in Rome was built in 80AD.
- Stonehenge was constructed sometime between 3000BC and 2000BC.

If your bullet point is part of a list of nouns, you can separate them with a semi-colon.

Some of the Seven Wonders of the World are:

- Stonehenge;
- Great Wall of China;
- Roman Colosseum;

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Bullet points should be consistently punctuated. If it is a full sentence it should have a capital letter and a full stop.

A list of nouns can be punctuated by a semi colon.