



*Dear Parents*

*This glossary is intended to make you aware of what we are teaching the children in each year group and to help to give some clarity to the grammatical terms used if they are not familiar to you.*

*I hope to include everything, with examples, but don't ever be afraid to ask if you are unsure.*

*There will be lots that you already know but I'm going to include it all just in case and I've also put in some other things that may be handy.*

*Kim Hodder*

*Literacy Co-ordinator*

|        |   |
|--------|---|
| Year 1 | letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark   |
| Year 2 | noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma                     |
| Year 3 | preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, letter, vowel, vowel letter, inverted commas (or 'speech marks') |
| Year 4 | Determiner, pronoun, possessive pronoun, adverbial  |

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| <b>Adjective</b>                  | <p>A describing word</p> <p>The surest way to identify adjectives is by the ways they can be used:</p> <ul style="list-style-type: none"> <li>□ before a noun, to make the noun's meaning more specific (i.e. to <u>modify</u> the noun), or</li> <li>□ after the verb <i>be</i>, as its <u>complement</u>.</li> </ul> <p>The pupils did some really <u>good</u> work. [adjective used before a noun, to modify it]</p> <p>Their work was <u>good</u>. [adjective used after the verb <i>be</i>, as its complement]</p> |
| <b>Adverb</b>                     | <p>An adverb is a word that describes a verb (an action or a doing word). He ate his breakfast <b>quickly</b>.</p> <p>But it can also modify the adjective</p> <p>That match was <b>really</b> exciting!</p>  |
| <b>Adverbial</b>                  | <p>An adverbial is a word or phrase that is used, like an adverb, to modify a verb or clause ie it gives more information. <b>Adverbials</b> are used to explain <b>how</b>, <b>where</b> or <b>when</b> something happened</p> <p>The ballet dancer pirouetted <b>gracefully</b>.</p> <p>The bus leaves in <b>five minutes</b>.</p> <p>The witch lived <b>in a small cottage</b>.</p>  |
| <b>Antonym</b>                    | <p>Two words are antonyms if their meanings are opposites.</p> <p>Hot      cold</p> <p>Light    heavy</p>   |
| <b>Apostrophe for contraction</b> | <p>This is used when contracting two words into one. Explain to the children that the apostrophe takes the place of the missing letter</p> <p>ie does <b>not</b> = Doesn't    can <b>not</b> = can't    should <b>not</b> = shouldn't</p> <p>won't is an exception!</p>   |
| <b>Apostrophe for possession</b>  | <p>This is used when showing possession of something.</p> <p><b>Singular possession</b> when it just belongs to a single person or single thing</p> <p>Hannah's kitten.                      The boy's coat.</p>  |

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| <p><b>(singular and plural)</b></p> | <p><b>Plural possession</b> when more than one person or thing owns something.<br/> <i>The horses' saddles.</i><br/> <i>The girls' bikes.</i><br/> <i>(lots of horses, lots of girls)</i><br/> <i>But watch out for exceptions if a <b>collective</b> noun is used</i><br/> <i>The men's cases.      The people's votes.      The women's hats.</i><br/> <i>The children's books.</i><br/> <b>DON'T EVER USE it's TO SHOW POSSESSION.</b><br/> <b>IT IS ONLY USED FOR CONTRACTION ie it is.</b><br/> <br/> ✓ <i>The horse loved its new stable.</i></p>   |
| <p><b>Clause</b></p>                | <p>A <b>sentence</b> has a capital letter at the beginning and ends with a full stop (.), a question mark (?) or an exclamation mark (!). It <b>must</b> have a verb in it and it <b>must</b> make complete sense all on its own.</p> <p>Some sentences can be broken up into smaller sentences. These simple sentences are called <b>clauses</b>.</p> <p><b><i>She ran down the road but he chose to walk.</i></b></p> <p><i>This sentence is made up of <b>two</b> clauses, both of which could work on their own as simple sentences.</i></p> <p><i>We tell the children, you can join clauses together using <b>conjunctions</b> such as 'but' or 'because' to make more interesting sentences that are much easier to read than lots of short sentences.</i></p>   |
| <p><b>Comma</b></p>                 | <p><i>Separating items in lists</i><br/> Use a comma between each item in a list, except for the last item where you use <b>and</b>.</p> <p><i>In the picnic basket there were apples, grapes, sandwiches, pork pies and a chocolate cake frosted with icing.</i></p> <p><i>In the place of brackets</i><br/> In a long sentence, you can use commas to separate out extra information and make the sentence easier to read. These commas do the same job as brackets but look a lot neater in your writing.</p> <p><b><i>She packed her bag (which was a Christmas present from her mum) and set off for school.</i></b></p> <p><i>When you add a comma, the sentence becomes easier to read:</i></p> <p><b><i>She packed her bag, which was a Christmas present from her mum, and set off for school.</i></b></p> <p><i>You can use commas between clauses to break up compound sentences and make them easier to read.</i></p> |

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|                            | <i>She went to all the trouble of packing her bag, but she forgot to take it to school.</i>   |
| <b>Complex sentence</b>    | <p>A complex sentence is used to put across more detailed ideas. A complex sentence contains one main clause that can make sense on its own and one or more minor clauses that are linked to it, but can't stand alone.</p> <p><u>Because of the very bad weather, the girls decided not to play outside so they curled up in front of the fire and watched a film instead.</u></p>   |
| <b>Compound</b>            | A compound word contains at least two root words e.g. whiteboard, superman. Compounding is very important in English. blackbird, blow-dry, bookshop, football, handbag, bedroom, ice-cream, inkjet, one-eyed, bone-dry, baby-sit, daydream, outgrow   |
| <b>Conjunction</b>         | <p>We used to refer to these as connectives.</p> <p>A conjunction links two words or phrases together. Children start learning about the simple ones as early as year 1.</p> <p>There are two main types of conjunctions:</p> <ul style="list-style-type: none"> <li>□ co-ordinating conjunctions (e.g. and) link two words or phrases together as an equal pair</li> </ul> <p><b>James bought a bat and ball.</b><br/>[links the words bat and ball as an equal pair]</p> <p><b>Kylie is young but she can kick the ball hard.</b><br/>[links two clauses as an equal pair]</p> <p><b>Coordinating Conjunctions: for, and, nor, but, or, yet</b></p> <ul style="list-style-type: none"> <li>□ subordinating conjunctions (e.g. when) introduce a subordinate clause.</li> </ul> <p><b>Everyone watches when Kyle does back-flips.</b><br/>[introduces a subordinate clause]</p> <p><b>Joe can't practise kicking because he's injured.</b><br/>[introduces a subordinate clause]</p> <p><b>Subordinating Conjunctions: after, although, as, because, before, if, in order that, in case, so, though, unless, until, when, whenever, where, wherever, while</b></p> |
| <b>Determiner (year 4)</b> | <p>Determiners are words which introduce a noun. One or more determiners can be found before a noun.</p> <p><b>Demonstrative determiners:</b></p> <p>I prefer <b>this</b> cheese to <b>that</b> Cheddar.</p> <p><b>These</b> grapes came out of <b>that</b> box.</p> <p><b>Those</b> chocolates are just asking to be eaten.</p> <p><b>That's</b> an enormous spot on your face!</p> <p><b>These</b> are much tastier than <b>those</b> apples.</p>   |

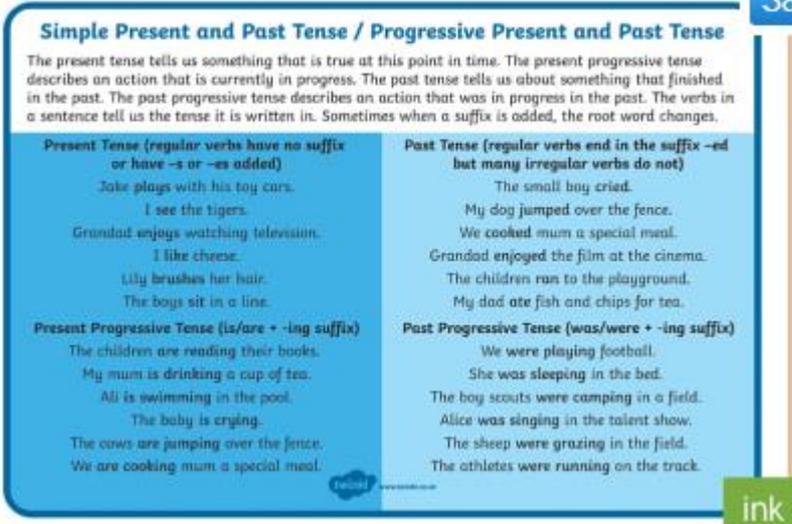
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|                        | <p><u>Possessive determiners</u></p> <p><i>My, your, his, her, its, our and their, before a noun, will be possessive determiners.</i></p> <p><i>Mine, yours, his, hers, its, ours and theirs, on their own, are pronouns not determiners.</i></p> <p><i>My writing is neater than yours.</i></p> <p><i>The dog ate its food quickly.</i></p> <p><i>His class are so lazy.</i></p> <p><i>Her singing was more tuneful than his.</i></p> <p><i>Their team beat ours.</i></p> <p><i>It's not their fault her coat got lost.</i></p> <p><u>Quantifying determiners</u></p> <p><i>Numbers before a noun are quantifier determiners.</i></p> <p><i>I ate six biscuits.</i></p> <p><i>The flat's on the sixth floor.</i></p> <p><i>I saw 2000 ants.</i></p> <p><i>Some, many, more, less, no, little, both, each, all, enough, half, whole, every, any, much, few, several, plenty, lots, a lot and ample are all examples of quantifier determiners.</i></p> <p><i>They must be before a noun otherwise they act as pronouns.</i></p> |
| <b>Digraph</b>         | <p><i>A digraph is a group of two successive letters that represent a single sound or phoneme.</i></p> <p><i>Consonant digraphs include</i></p> <p><i>bl, br, ch, ck, cl, cr, dr, fl, fr, gh, gl, gr, ng, ph, pl, pr, qu, sc, sh, sk, sl, sm, sn, sp, st, sw, th, tr, tw, wh, wr.</i></p> <p><i>There are also digraphs that produce a distinct vowel sound</i></p> <p><i>ai, ay, ee, ea, ie, ei, oo, ou. ow, oe, oo, ue, ey, ay, oy, oi, au, aw</i></p> <p><i>these are called 'vowel digraphs'!</i></p>   |
| <b>Embedded clause</b> | <p><i>An embedded clause is a clause (a group of words that includes a subject and a verb) that is within a main clause, usually marked by commas.</i></p> <p><i>The man, whose name was Tom, was asleep on the bed.</i></p> <p><i>In the house, made out of gingerbread and decorated with smarties and jelly babies, lived a witch.</i></p> <p><i>We tell the children that if you 'lift out' the embedded clause from the sentence, the sentence will still make perfect sense.</i></p> <p><i>In the house lived a witch.</i></p> <p><i>I always get the children to think of the embedded clause as a group of words that need to be 'put to bed' between two snuggly commas!</i></p>   |
| <b>Exclamation</b>     | <p><i>A sharp or sudden utterance that needs an exclamation mark after it.</i></p> <p><i>Wow!</i></p>   |

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|                                    | <b><i>What a good friend you are!</i></b>  |
| <b><i>Expanded noun phrase</i></b> | See 'noun phrase'  |
| <b><i>Fronted adverbial</i></b>    | <p>These are introduced in Year 4.<br/> <i>'Fronted' adverbials are 'fronted' because they have been moved to the front of the sentence, before the verb. In other words, fronted adverbials are words or phrases at the beginning of a sentence, used to describe the action that follows. Fronted adverbials tell how, where or when something is happening.</i><br/> <i>We teach the children to always add a comma after a fronted adverbial</i></p> <p><i>Before the sun came up, he ate his breakfast. when</i><br/> <i>All night long, she danced.</i><br/> <i>As fast as he could, the rabbit hopped. how</i><br/> <i>Under the clock, he stood and waited.</i><br/> <i>Stealthily, the jaguar stalked the little tapir.</i><br/> <i>In the cottage at the end of a lane, lived a witch. where</i></p> |
| <b><i>Homonym</i></b>              | <p>Homonyms are words that are spelt the same way but have a very different meaning</p> <p><i>The baseball pitcher drank a pitcher of water.</i><br/> <i>Minute (unit of time) and minute (tiny).</i></p> <div style="text-align: center;"> <p><b>Homophones</b></p>  </div>  |
| <b><i>Homophone</i></b>            | <p>Homophones are words that sound the same but look very different. There are hundreds of them and they are one of the main reasons that adults misspell, let alone children!</p> <p><i>By the end of year 2, children should correctly spell these homophones</i></p> <p><i>there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight</i></p> <p><i>By the end of year 4, these</i></p> <p><i>accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's</i></p>                                      |

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| <p><b><i>Inverted “ ” commas (aka speech marks)</i></b></p> | <p>The 2014 National Curriculum requires <b>children</b> to start using <b><i>inverted commas</i></b> to indicate direct speech from Year 3 onward. This work should then continue throughout Year 4 so that <b>children</b> are able to accurately use the <b><i>full range</i></b> of punctuation when writing dialogue.</p> <p>Steps to good use of inverted commas and speech punctuation generally:</p> <ol style="list-style-type: none"> <li>1. Whatever a character says, goes in “ “<br/>                     Eg. “I’ll huff and I’ll puff and I’ll blow your house down!” said the wolf.</li> <li>2. Whenever a new character starts talking, put what they say on a <b><i>new line</i></b>.<br/>                     Eg. “Slow down, I’m out of breath,” panted Tom.<br/>                     “Keep going, we’re nearly there,” replied Sam.</li> <li>3. A general rule is that some form of punctuation must be used before you open your speech marks and before you close them unless you’re starting your sentence with speech.<br/>                     Eg. “Not by the hair of my chinny chin chin,” said the Little Piggy.<br/>                     “I’ll not let you in!”</li> </ol> <p>Children will often put the inverted commas before the exclamation or question mark. This is a pretty regular misconception.</p> <ol style="list-style-type: none"> <li>4. When you start speech you must use a capital letter!<br/>                     Hagrid said, “You’re a wizard Harry!”<br/>                     But if you break up speech you only need it on the first bit that’s being said.<br/>                     “Fetch me a basket,” said Little Red Riding Hood’s mother, “and I’ll put some goodies in it for Grandma.”</li> </ol> |
| <p><b><i>Noun</i></b></p>                                   | <p>Nouns are people, places, things or animals. If you can put ‘the’ in front of it, it’ll be a noun.</p>  |
| <p><b><i>Noun phrase (aka expanded noun phrase)</i></b></p> |  |

|   | <p>Words that tell you about a noun's number come before a noun. These words can be exact numbers, such as <b>three bananas</b> or they can be words like <b>many, lots of, some, few</b>.</p>  <p>In these noun phrases, which are exact numbers and which just suggest an amount?</p> <table border="1"> <tr> <td>four apples</td> <td>many cats</td> <td>one day</td> </tr> <tr> <td>some marbles</td> <td>three pigs</td> <td>few people</td> </tr> </table> <p><u>Expanded noun phrase</u></p> <p><i>These just add information to your nouns so that your writing is more interesting.</i></p> <p><i>They can be as simple as</i></p> <p><b>The old man.</b></p> <p><i>Or more complex like</i></p> <p><b>The old man, with the snowy hair and stooped back, stood sadly on his own.</b></p>  | four apples | many cats | one day | some marbles                   | three pigs | few people |   |      |        |  |     |      |   |        |          |  |      |        |   |       |        |  |         |           |
|---|--|-------------|-----------|---------|--------------------------------|------------|------------|---|------|--------|--|-----|------|---|--------|----------|--|------|--------|---|-------|--------|--|---------|-----------|
| four apples   | many cats  | one day     |           |         |                                |            |            |   |      |        |  |     |      |   |        |          |  |      |        |   |       |        |  |         |           |
| some marbles  | three pigs   | few people  |           |         |                                |            |            |   |      |        |  |     |      |   |        |          |  |      |        |   |       |        |  |         |           |
| <p><b>Parenthesis</b></p>   | <p><i>Parenthesis is additional information added into a sentence as an explanation or an afterthought. Parenthesis can be shown using two brackets.</i></p> <p><i>Eg. The fire engine (which had sirens blaring and lights flashing) moved swiftly between the stationary cars.</i></p> <p><i>Parenthesis can also use commas in place of the brackets. This will then also be an embedded clause!</i></p>   |             |           |         |                                |            |            |   |      |        |  |     |      |   |        |          |  |      |        |   |       |        |  |         |           |
| <p><b>Plurals</b></p>   | <p><i>From as early as year 1, children learn about plurals. Spelling them can be tricky and they have to learn the rules:</i></p> <table border="1"> <thead> <tr> <th>Rules</th> <th>Singular</th> <th>Plural</th> </tr> </thead> <tbody> <tr> <td>Most nouns just add <b>s</b>.</td> <td>cat</td> <td>cats</td> </tr> <tr> <td>Many nouns ending with a consonant + <b>y</b> change the <b>y</b> to <b>i</b> and add <b>es</b>.</td> <td>baby</td> <td>babies</td> </tr> <tr> <td>Nouns ending with a vowel + <b>y</b> just add <b>s</b>.</td> <td>toy</td> <td>toys</td> </tr> <tr> <td>Nouns ending with <b>ch, sh, ss</b> or <b>x</b> add <b>es</b>.</td> <td>church</td> <td>churches</td> </tr> <tr> <td>Many nouns ending with <b>f</b> or <b>fe</b> change this to a <b>v</b> and add <b>es</b>.</td> <td>loaf</td> <td>loaves</td> </tr> <tr> <td>Nouns ending with a vowel + <b>o</b> add <b>s</b>.</td> <td>radio</td> <td>radios</td> </tr> <tr> <td>Nouns ending with a consonant + <b>o</b> add <b>es</b>.</td> <td>volcano</td> <td>volcanoes</td> </tr> </tbody> </table> <p><i>Exceptions are words that end in a vowel and a y, just add s. Eg. Donkey, monkey become donkeys and monkeys</i></p> | Rules       | Singular  | Plural  | Most nouns just add <b>s</b> . | cat        | cats       | Many nouns ending with a consonant + <b>y</b> change the <b>y</b> to <b>i</b> and add <b>es</b> . | baby | babies | Nouns ending with a vowel + <b>y</b> just add <b>s</b> . | toy | toys | Nouns ending with <b>ch, sh, ss</b> or <b>x</b> add <b>es</b> . | church | churches | Many nouns ending with <b>f</b> or <b>fe</b> change this to a <b>v</b> and add <b>es</b> . | loaf | loaves | Nouns ending with a vowel + <b>o</b> add <b>s</b> . | radio | radios | Nouns ending with a consonant + <b>o</b> add <b>es</b> . | volcano | volcanoes |
| Rules   | Singular   | Plural      |           |         |                                |            |            |   |      |        |  |     |      |   |        |          |  |      |        |   |       |        |  |         |           |
| Most nouns just add <b>s</b> .  | cat  | cats        |           |         |                                |            |            |   |      |        |  |     |      |   |        |          |  |      |        |   |       |        |  |         |           |
| Many nouns ending with a consonant + <b>y</b> change the <b>y</b> to <b>i</b> and add <b>es</b> . | baby   | babies      |           |         |                                |            |            |   |      |        |  |     |      |   |        |          |  |      |        |   |       |        |  |         |           |
| Nouns ending with a vowel + <b>y</b> just add <b>s</b> .  | toy  | toys        |           |         |                                |            |            |   |      |        |  |     |      |   |        |          |  |      |        |   |       |        |  |         |           |
| Nouns ending with <b>ch, sh, ss</b> or <b>x</b> add <b>es</b> .                                   | church   | churches    |           |         |                                |            |            |   |      |        |  |     |      |   |        |          |  |      |        |   |       |        |  |         |           |
| Many nouns ending with <b>f</b> or <b>fe</b> change this to a <b>v</b> and add <b>es</b> .        | loaf   | loaves      |           |         |                                |            |            |   |      |        |  |     |      |   |        |          |  |      |        |   |       |        |  |         |           |
| Nouns ending with a vowel + <b>o</b> add <b>s</b> .   | radio  | radios      |           |         |                                |            |            |   |      |        |  |     |      |   |        |          |  |      |        |   |       |        |  |         |           |
| Nouns ending with a consonant + <b>o</b> add <b>es</b> .  | volcano  | volcanoes   |           |         |                                |            |            |   |      |        |  |     |      |   |        |          |  |      |        |   |       |        |  |         |           |

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|---------------------------|---|
| <b>Possessive pronoun</b> | <p>Possessive pronouns show <u>ownership</u>. Note that only one uses an apostrophe:</p> <p><i>my, mine, your, yours, his, her, hers, our, ours, its, their, theirs, whose, one's</i></p>   |
| <b>Prefix</b>             | <p>A prefix is a string of letters that are added to the beginning of a <u>root word</u>, changing its meaning. Each prefix has a meaning.</p> <p><u>Year 1 and 2</u></p> <p><i>-un</i> - it means 'not' eg <i>unfold, unlock, untold, untie</i></p> <p><u>Year 3 and 4</u></p> <p><i>Auto-</i> - it means 'self' eg <i>autopilot, autoimmune</i> or 'itself' eg <i>automatic</i></p> <p><i>dis-</i> - it means 'not' eg. <i>disallow. disagree. disembark. disappear. disbelieve. dislike.</i></p> <p><i>mis-</i> - it means 'mistaken' or 'wrong' or 'ill' eg. <i>Mistreated, mismanaged, mispring, mistrust</i></p> <p><i>sub-</i> - it means 'under' eg. <i>Submarine, submerge, subway</i></p> <p><i>re-</i> - it means 'again' eg. <i>Return, rediscover, reunite</i></p> <p><i>in, il-, im-, ir-</i> - they mean 'not' eg. <i>Impossible, illegal, irresponsible, indefinite</i></p> <p><i>inter-</i> - it means 'between' eg. <i>Interact, intermediate</i></p> <p><i>sub-</i> - it means 'under' eg <i>submerge, submarine, subway, subterranean</i></p> <p><i>super-</i> - it means 'above/over' eg. <i>Superstar, supernatural, superimpose</i></p> <p><i>anti</i> and <i>auto</i></p> |
| <b>Preposition</b>        | <p>Prepositions are where or when something is, in relation to something else. They are usually followed by a noun.</p> <p>Eg. The cat lay <b>beside</b> the fire <b>on</b> a large cushion.</p> <p>Other examples are <i>under, over, on top, next to, beneath, opposite, alongside</i></p>  |
| <b>Pronoun</b>            | <p>Pronouns take the place of a noun</p> <p>eg <b>I</b> bought a new book. <b>She</b> swept the floors.</p> <p>Young children often don't use them so their sentences become very repetitive.</p>   |
| <b>Statement</b>          | <p>A statement is a sentence that tells you something.</p> <p>Children in year 2 are taught about different types of sentences eg. Statements, questions, exclamations and commands.</p>  |
| <b>Suffix</b>             | <p>A suffix is a string of letters that are added to the end of a <u>root word</u>, changing its meaning.</p> <p><u>Year 1</u></p> <p><i>-s, -es</i> to show that there is more than one noun</p> <p><i>-ing, -ed, -er, -est</i></p> <p><u>Year 2</u></p> <p><i>-ment</i> – 'condition of' eg. <i>Argument, punishment</i></p> <p><i>-ness</i> – 'state of being' eg. <i>Heaviness, sadness, rudeness</i></p>   |

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|   | <p><b>-ful</b> – ‘full of’ eg. <i>Doubtful, resentful, woeful</i></p> <p><b>OFTEN CHILDREN MISSPELL THESE WORDS. WHEN -FUL IS USED AS A SUFFIX IT ONLY HAS ONE L!</b></p> <p><b>-less</b> – ‘without’ eg. <i>Joyless, childless, colourless</i></p> <p><b>-ly</b> – this is a suffix which forms adverbs from adjectives eg. <i>Quiet/quietly</i></p> <p><b>-tion</b> – action of eg. <i>Locomotion</i></p> <p>Year 3 and 4</p> <p><b>-ation</b> – ‘action’ or ‘process’ eg. <i>Hibernation, exhilaration, accumulation</i> –<br/> <b>-ous</b> – ‘possessing’ or ‘full of’ eg. <i>Contagious, glorious, dangerous</i></p>   |   |   |   |  |
| <p><b>Subordinate clause</b></p>  | <p>A <b>subordinate clause</b> contains a subject and a verb, but it needs to be attached to a <b>main clause</b> because it <b>cannot</b> make <b>sense</b> on its own. They are often started with <b>conjunctions</b></p> <p>Eg. <i>Because of the weather, the children could not go out to play.</i></p> <p><i>Although there were plenty, Ben did not get a banana.</i></p>   |   |   |   |  |
| <p><b>Synonym</b></p>   | <p>A <b>synonym</b> is a word or phrase that means exactly or nearly the same as another word or phrase in the same language.</p> <p>Eg. <b>Beautiful:</b> <i>Attractive, Pretty, Lovely, Stunning</i></p> <p><b>Funny:</b> <i>Humorous, Comical, Hilarious, Hysterical</i></p>   |   |   |   |  |
| <p><b>Tense</b></p>   |  <p>The present tense tells us something that is true at this point in time. The present progressive tense describes an action that is currently in progress. The past tense tells us about something that finished in the past. The past progressive tense describes an action that was in progress in the past. The verbs in a sentence tell us the tense it is written in. Sometimes when a suffix is added, the root word changes.</p> <table border="1"> <tr> <td> <p><b>Present Tense</b> (regular verbs have no suffix or have -s or -es added)</p> <p>Jack plays with his toy cars.<br/>I see the tigers.<br/>Grandad enjoys watching television.<br/>I like cheese.<br/>Lily brushes her hair.<br/>The boys sit in a line.</p> </td> <td> <p><b>Past Tense</b> (regular verbs end in the suffix -ed but many irregular verbs do not)</p> <p>The small boy cried.<br/>My dog jumped over the fence.<br/>We cooked mum a special meal.<br/>Grandad enjoyed the film at the cinema.<br/>The children ran to the playground.<br/>My dad ate fish and chips for tea.</p> </td> </tr> <tr> <td> <p><b>Present Progressive Tense</b> (is/are + -ing suffix)</p> <p>The children are reading their books.<br/>My mum is drinking a cup of tea.<br/>Ali is swimming in the pool.<br/>The baby is crying.<br/>The cows are jumping over the fence.<br/>We are cooking mum a special meal.</p> </td> <td> <p><b>Past Progressive Tense</b> (was/were + -ing suffix)</p> <p>We were playing football.<br/>She was sleeping in the bed.<br/>The boy scouts were camping in a field.<br/>Alice was singing in the talent show.<br/>The sheep were grazing in the field.<br/>The athletes were running on the track.</p> </td> </tr> </table> | <p><b>Present Tense</b> (regular verbs have no suffix or have -s or -es added)</p> <p>Jack plays with his toy cars.<br/>I see the tigers.<br/>Grandad enjoys watching television.<br/>I like cheese.<br/>Lily brushes her hair.<br/>The boys sit in a line.</p> | <p><b>Past Tense</b> (regular verbs end in the suffix -ed but many irregular verbs do not)</p> <p>The small boy cried.<br/>My dog jumped over the fence.<br/>We cooked mum a special meal.<br/>Grandad enjoyed the film at the cinema.<br/>The children ran to the playground.<br/>My dad ate fish and chips for tea.</p> | <p><b>Present Progressive Tense</b> (is/are + -ing suffix)</p> <p>The children are reading their books.<br/>My mum is drinking a cup of tea.<br/>Ali is swimming in the pool.<br/>The baby is crying.<br/>The cows are jumping over the fence.<br/>We are cooking mum a special meal.</p> | <p><b>Past Progressive Tense</b> (was/were + -ing suffix)</p> <p>We were playing football.<br/>She was sleeping in the bed.<br/>The boy scouts were camping in a field.<br/>Alice was singing in the talent show.<br/>The sheep were grazing in the field.<br/>The athletes were running on the track.</p> |
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| <p><b>Trigraph</b></p>  | <p>A <b>trigraph</b> is a single sound that is represented by three letters, for example, in the word ‘match’, -tch only makes one sound. There are three sounds in the word ‘match’</p> <p><b>m      a      tch</b></p> <p>Examples of vowel trigraphs are:</p> <p><i>igh</i> as in <i>sigh</i></p> <p><i>ore</i> as in <i>bore</i></p> <p><i>air</i> as in <i>fair</i></p> <p><i>ear</i> as in <i>dear</i></p>  |   |   |   |  |

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|                    | <p><i>are as in dare</i></p> <p><i>Some consonant trigraphs are nth, sch, scr, shr, spl, spr, squ, str, thr.</i></p> <p><i>All of these trigraphs are taught to children in year 1.</i></p>   |
| <b>Verb</b>        | <p><i>A <b>verb</b> is a main part of speech that is often used to describe or indicate an action. Sentences are not complete without a <b>verb</b>. Here are some examples: jog, stop, hear, call, explore and believe.</i></p>  |
| <b>Word family</b> | <p><b>Word families</b></p> <p><i>A group of <b>words</b> that share a common base to which different prefixes and suffixes are added.</i></p> <p><i>For example, members of the <b>word family</b> based on the headword <b>work</b> include rework, worker, working, workshop, and workmanship, among others.</i></p> |