



EMMBROOK JUNIOR
SCHOOL

English Glossary

*Subject knowledge for Teachers
and Teaching Assistants*

Key Stage Two

<u>Word</u>	<u>Definition</u>	<u>Example</u>
Adjective	A word that describes a noun	<i>beautiful, purple, smooth, tiny</i> The <u>large, hairy</u> man sat down.
Adverb	A word that describes a verb. The use of -ly to turn adjectives into adverbs. Note: note all words ending in 'ly' are adverbs. An adverb can vary its place in a sentence.	<i>quickly, firmly, angrily</i> The girl danced beautifully . The lion sneered viciously . Firmly press the button. Press the button firmly .
Adverbials	A phrase or clause used (often at the beginning of a sentence: fronted adverbial) to describe where, when or how. Often relies on another clause to make sense.	Although I was tired, During the school day, Under the bed,
Antonym	A word that is the opposite of another.	Bad / good Thoughtful / thoughtless Dirty / clean
Apostrophe	Contraction —when 2 words are joined together, eliminating 1 or more letter. The apostrophe sits where the missing letters should be.	Don't (do not), won't (will not), wouldn't (would not), can't (cannot), isn't (is not)
	Possessive — to show belonging to a noun. The apostrophe sits after the noun but before the 's' unless the word ends in 's'	Sam's , the cat's bed, that is John's bag James' sister was angry.
Bullet point	Punctuation used to separate items in a list (introduced with a colon), to emphasise each point. If a bullet point list is made of clauses rather than words, a semi-colon needs to be used to separate the items.	To make a cake you will need: <ul style="list-style-type: none"> • Sugar • Flour • Butter • Eggs
Brackets	Used to add additional information to a sentence. The sentence still continues to make sense if this is taken out. Capital are not required but punctuation is usually outside the brackets according to the rest of the sentence.	I sat on my bed <u>(feeling sorry for myself)</u> , when suddenly I had an idea. Elephants (African and Indian) are large, grey mammals.
Capital letters	Capital letters are required at the beginning of each sentence, when speech marks are opened and for all proper nouns (names, cities, days, months, person) and the pronoun 'I'	A pack of wolves stalked by. S he shouted "Don't move!" P aris, L ondon, F ebruary, T om, M onday, I
Clauses	Main clause — (also known as an independent clause). This part of the sentence makes sense on its own (when punctuated properly it is a simple sentence).	<u>I was walking the dog,</u> when he surprised me. <u>I got on the bus.</u> Even though he was tired, <u>he got up to open the door.</u>
	Subordinate clause — (also known as a dependent clause). Part of a sentence that adds additional information (makes the sentence complex). This clause needs an independent clause in a sentence for it to make sense. A subordinate conjunction or relative clause need to be used.	I was walking the dog, <u>when he surprised me.</u> I got on the bus, <u>which was very full,</u> at the last stop. <u>Even though he was tired,</u> he got up to open the door.
	Relative clause — (also known as an embedded clause). These require a relative pronoun to proceed them and most often define the noun. A comma is required at either side of the relative clause when in the middle of a sentence.	The girl, <u>who was called Sally,</u> sat down. The grass, <u>which was muddy and soggy,</u> still needed mowing.

<u>Word</u>	<u>Definition</u>	<u>Example</u>
Colon :	A punctuation mark used to precede a list of items, a quotation, or explanation. No capital letter is needed after the colon.	Juliet said: <u>“Wherefore art my love?”</u> I need to buy <u>:</u> He expects one thing of me: <u>to do my best.</u>
Command	A sentence that is telling someone to do something.	Pick up the pencil. Never come back here again, Go quietly to the classroom.
Commas , (in a list)	To separate items in a list, apart from before the last item when using ‘and’.	At the zoo, <i>I saw llamas, penguins, giraffes, kangaroos and an enormous rhino.</i>
Common Exception Words	A word that the child cannot yet decode (work out) from the sounds they know at that stage in their learning . (these used to be known as ‘tricky’ words).	Some examples include: Phase 2– the, go, no Phase 3– they, he, are Phase 4—come, some, little, what Phase 5– their, people, Mr, could
Comparative	An adjective used to compare (similarity or difference) two nouns. Generally used by adding ‘er’ though there are irregular exceptions.	Big– bigger Cool—cooler Good– better
Compound words	A compound word is a combination of two or more words that function as a single unit of meaning .	<i>Quicksand, passport, flowerpot, wheelchair, evergreen</i>
Consonant	The letters of the alphabet that represent those sounds: Z, B, T, G, and H are all consonants .	<i>b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, z</i> (the <i>letter y</i> is commonly used as both vowel and consonant in the English language)
Conjunctions	Co-ordinating : a conjunction placed between two independent clauses. (An independent clause is a clause that makes sense by itself– when punctuated it can be known as a simple sentence).	<i>and, but, so</i> I went to the shops <i>and</i> my dad tidied the garden shed. Alfie was angry when I got home <i>because</i> he couldn’t work the microwave.
	Subordinating : a conjunction that introduces a subordinating clause. (A subordinating –or dependent– clause is part of a sentence that relies on the main clause (independent) to exist in the sentence.)	<i>although, because, while</i> <i>Although</i> the man was tired, he ran for four hours. The shopping centre was full of people, <i>while</i> the car park was almost empty.
Dash	A dash is a longer line—double the length of a hyphen —which indicates a break or an interruption in the thought. Dashes are used to set off part of a sentence.	One thing’s for sure – he doesn’t want to face the truth. Things have changed a lot in the last year – mainly for the better.
Determiner (also known as an <u>article</u>)	Used to determine if a specific or general thing is being referred to. <u>A</u> (for words beginning with a vowel) and <u>a</u> (for words beginning with consonants) are used to indicate any one item, whereas <u>the</u> is used to indicate a specific item.	<u>A, an, the</u> Can I have an apple? Please pass a pencil. Can I have the apple? Please pass me the pencil.

<u>Word</u>	<u>Definition</u>	<u>Example</u>
Ellipsis ...	A series of 3 full stops used to indicate a pause or silence. Usually used in speech or to indicate suspense.	“ I was wondering would you like to go to the cinema?” Suddenly, he saw ...
Exclamations / mark !	Exclamations starts with what or how. Exclamation marks are used at the end of the sentence to indicate the exclamation (instead of a full stop or question mark).	What a good friend you are! Stop!
Full stops .	Punctuation used to indicate the end of a sentence. A capital letter always follows a full stop.	My name is Percy. Under the bridge, the goat waited patiently. The plane was delayed so it could refuel.
Formal (standard) English	The correct form of written or spoken English (including tense, punctuation and word choice).	Instead of ‘We <u>was</u> playing’ use the correct formal English of ‘We were playing’.
Homonym	Two or more words that have the same spelling or pronunciation but have a different meaning.	Their—there—they’re Rose (flower) rose (to rise) But—butt (A kind example from a child in my class!) Night—knight
Homophones	A homophone is a word that is pronounced the same as another word but differs in meaning, and may differ in spelling.	Which witch is which? The words may be spelled the same, such as rose (flower) and rose (past tense of "rise"), or differently, such as there, their and they’re or to, two, and too .
Hyphen —	Punctuation used between parts of a compound word or between the syllables of a word when the word is divided at the end of a line of text.	<i>pick-me-up, rock-forming short- and long-term</i>
Nouns	A word used to indicate any class of thing. There a 5 types of nouns: common, collective (to indicate a group), proper (names of places, dates etc), abstract (thoughts and feelings) and pronoun (used to replace noun to avoid repetition).	Common: <i>table, flower, car, lion</i> Collective: <i>pack, swarm, bunch</i> Proper: <i>Paris, March, Amazon</i> (require capital letters) Abstract (thoughts and feelings): <i>love, anger, jealousy</i> Pronoun: <i>I, they, we, him, her</i>
Noun phrases	Noun phrases are groups of words that work together and contain a noun. Expanded noun phrases give extra detail (to add precision).	<i>The girl, a car, the maths book</i> <i>The tall girl, a lonely boy, the cheerful circus chimp</i>
Object	The object of the sentence is the thing that the verb is being acted upon (as opposed to the thing doing the verb). When the object has the verb done to it, the sentence becomes passive .	The cat ran down the road. After lunch, he (<i>subject</i>) squashed his lunch into <i>his lunchbox (object)</i> . Passive example: <i>The road was run down by the cat.</i>
Parenthesis	A word or phrase inserted as an explanation or additional information which is makes sense without it, usually marked off by brackets, dashes, or commas.	Alaska – purchased from Russia in 1867—comprises some 586,000 square miles . He hid behind the cupboard (although we could see him) and waited for hours.

<u>Word</u>	<u>Definition</u>	<u>Example</u>
Passive	Denoting a voice of verbs in which the subject undergoes the action of the verb.	<i>They were killed</i> as opposed to the active form <i>he killed them</i> .
Plural	A word indicating more than one of something. Plurals often end in 's' but there are many exceptions to the rule (irregular).	shoes, partners, pens, chocolates glass– <u>glasses</u> , child- <u>children</u> , man- <u>men</u>
Prefix	A <i>prefix</i> is a group of letters added before a word or base to alter its meaning and form a new word. Some words contain both prefixes and suffixes	<u>Un</u>happy, <u>re</u>fill, <u>un</u>successful
Preposition phrase	Usually found before the noun, a preposition indicates the relationship between two things in a sentence.	<i>Under, in, between, on</i> <u>Under the bed</u> was a large green monster. <u>Inside her handbag</u> she found pens, pencils and even a pair of socks.
Pronoun	A word that can function as a noun phrase used by itself. <u>Relative</u> – pronouns that introduce relative clauses. There are a set amount of these pronouns. <u>Possessive</u> - a pronoun indicating possession	She, he, it, this <i>who, whoever, whom, whomever, that, which, when, where, and whose</i> <i>E.g. mine, yours, hers, theirs</i>
Punctuation	The marks, such as full stop, comma, and brackets, used in writing to separate sentences and their elements and to clarify meaning.	When punctuating a sentence correctly, children should recognise how this changes how a text is read.
Question	A sentence worded to gain information. A rhetorical questions requires no direct answer.	How are you? Who stole my jumper? Where do elephants live?
Semi– colon ;	A punctuation mark indicating a pause, typically between two main clauses, that is more pronounced than that indicated by a comma.	Our goal was to run 10 miles ; we only ran 5.
Singular	Refers to <i>just one</i> person or thing.	<i>apple, bag, boy, drink</i>
Statement	Statements give information with needing a response. It tells the reader something.	The ship sailed across the ocean. The mouldy bread is in the bin.
Suffix	A <i>suffix</i> is a group of letters added after a word or base. Suffixes can change the word class or a word (eg verb to noun).	-ful, -ible, -able, -er, -or reversible, inventor, player,

<u>Word</u>	<u>Definition</u>	<u>Example</u>
Superlative	A word describing the highest degree or quality of something– linking to the use of a comparative adjective.	Tall, taller, <u>tallest</u> . Funny, funnier, <u>funniest</u> Good, better, <u>best</u>
Subject	The subject of a sentence is the person, place, thing, or idea that is doing	The <u>dog</u> ate my homework. <u>He</u> rested all night long,
Synonym	A word that has the same or similar meaning.	Good– great, brilliant, acceptable Smart– clever, intelligent, bright
Tense <i>Children must learn to write so the tense of a text is consistent and does not change throughout a piece of writing.</i>	<u>Past</u> — a tense expressing something that has previously happened or existed.	She <u>ran</u> home. We <u>went</u> to the cinema. We <u>played</u> under the stars.
	<u>Present</u> — a tense expressing an action that is currently going on or performed regularly , or a state that currently or generally exists .	I <u>am thinking</u> of a number. I <u>am drawing</u> a picture of a cow. He <u>is</u> outside.
	<u>Future</u> — a tense expressing an action that has not yet happened or a state that does not yet exist	<u>I will be</u> in the playground at lunch time. <u>I'm going</u> to drive to Manchester.
	<u>Irregular</u> —A verb in which the past tense is not formed by adding the usual -ed ending.	<u>Sing</u> (past tense sang); <u>feel</u> (felt) <u>go</u> (went)
Verb	A word used to describe an action or state. (It can be useful to think of it as a 'doing; word)	walk, thinking, to be, eating He was <u>going</u> to the shops. <u>After school, I will be</u> in home-work club.
	<u>Modal</u> — A modal verb indicates degrees of possibility.	usually, sometimes, often, most <u>I could</u> win the match. Tonight I <u>might</u> watch a film.
	<u>Perfect-</u> The Past Perfect expresses the idea that something occurred before another action in the past. It can also show that something happened before a specific time in the past.	I had never seen such a beautiful beach before. He had never been to the opera before last night. I have never seen a bear before.
	<u>Progressive</u> — This indicates a continuing action, something going on now. Often formed with the help of "to be" plus often adding an -ing ending).	I <u>am buying</u> all my family's Christmas gifts early this year.

Children also have to be aware of, understand, use and spell vocabulary related to:

- School– based situations
- Domestic and family scenarios
- Family members
- Food items
- Weather
- The human body
- Clothing
- Colours
- Public transport
- Hobbies e.g. swimming
- Days of the week

Things to be aware of:

- Words in particular word classes (e.g. the verb to walk) can move class according to how it is used (I am going on ‘the walk’).
- There are exceptions to the rule when considering past tense– e.g swim–swam instead of swimmied.
- Children will not only need to identify these in context but also apply knowledge to write examples or find matching pairs.
- Throughout Key Stage One and into Key Stage Two, children are increasingly encouraged to use dictionaries to find the meaning or spelling of words and thesaurus’ to find alternative synonyms to vary vocabulary.