

Grammar vocabulary for Yr6

Unbelievable as it may seem, the children need to know all of the terminology below. If you could go over and practise some of these, it would be really appreciated.

Term or word class	Example
Noun	The name of an object, place or person. Need a determiner (a, the, two) in front of the word. Can be: common nouns (ordinary names for things, table) proper nouns (which have a capital letter, France) abstract nouns (describe something you can't see such as joy) collective nouns (flock)
Verb	A doing word, dance, walk, is
Subject	A sentence generally starts with a subject and a verb (The boy ran away. Unfortunately, she wasn't paying attention.)
Adverb	Describes the verb and adds detail (walked slowly ; he knew best) Often end in 'ly' but not always!
Adjective	Describes the noun to add more detail: There was a beautiful swan on the lake.
Phrase	Group of words that cannot stand on their own because they do not contain a verb (e.g an adverbial or prepositional phrase – as fast as possible, at the end of the day)
Noun phrase	A group of words that describe a noun, often adding detail (the infinitely blue sky; the small, hidden treasure)
Clause	A group of words containing a verb Can be a: <ul style="list-style-type: none"> • Main clause – sentence (It began to snow.) • Subordinating clause – cannot stand on its own and needs a subordinating conjunction (because, when, after, while, as) Can be placed at the start of a sentence (As he walked home, it began to snow)
Main clause	A main clause makes sense on its own and makes up a sentence with a full stop and capital letter.
Coordinating conjunction	Used to join two main clauses (and, so, but – The cat went into the garden and it chased the mouse.)
Subordinating conjunction	Extends a sentence by connecting another clause (because, when, after, while, as)
Relative clause	These clauses are often in the middle of a sentence and begin with a relative pronoun (The girl, who was happy , skipped home.)
Relative pronoun	Connects a relative clause to the sentence (who, which, where, when, whose, that)
Pronoun	Replaces a noun (he, she, it, they, me)
Possessive pronoun	Belongs to (his, hers, theirs, its, mine)
Preposition	Expresses time, place and cause (before, after, during, on, in, under, because of)
Determiner	Determines which noun (a, an, the, one, eight, many, only) The children all ate one sweet.
Determiner	'An' must be used if the noun begins with a vowel.
Synonym	A word that has a similar meaning (walk = stride, proud = pleased)

Antonym	A word that has an opposite meaning (miserable = overjoyed, absent = present)
Apostrophe	' shown to mark: possession (The boy's pencil was black.) plural possession (The cats' bowls were empty.) contractions (It's a long way home.)
Inverted commas	"" to mark speech ("Good morning children," called the teacher.) Speech punctuation must include capital letters at the beginning of the speech and punctuation to mark the beginning or end of the spoken section.
Parenthesis	Separation of a clause or phrase using brackets, dashes or commas (Stuart - who was tired – walked home slowly.)
Colon	Used: To mark the boundary between independent clauses for explanation (She knew all about fishing: she had been many times with her father.) To introduce a list (Sarah took: a bag, a notebook and a spare pair of shoes.)
Semi-colon	To mark the boundary between main clauses which are connected (The sun was shining; it was a beautiful morning.) Within lists where there is extra detail and a comma is not enough (In the box there they found: a broken pencil; an old wooden picture frame with a photo of grandma; two knitted scarves and a tattered book.)
Dash	Can be used instead of a semi colon to mark the boundary between main clauses (The sun was shining - it was a beautiful morning.)
Hyphen	Use between two words to change the meaning ('A crocodile eating boy' is different to 'A crocodile-eating boy') Children will be asked to explain the different meanings. In the first clause, the crocodile eats the boy; whereas, in the second the boy eats crocodiles.
Bullet point	To list information – see 'clause' above
Prefix	Group of letters added to the beginning of a word to change its meaning (un-, super-, auto-) – connected to spelling patterns Verb prefixes (dis-, de-, mis-, over-, re-)
Suffix	Added to the end of a word to change its meaning or word type (e.g. -ment, -ness, -ful, -less, -ly) Formation of nouns using suffixes (nervousness, foreigner) Formation of adjectives (-full, -less)
Formal and informal	Use of specific vocabulary to make a sentence more or less formal (I asked for a banana. I requested a banana.)

I think that is enough! I'm hoping that I haven't made any mistakes!