Grammar Glossary Year 3 and Year 4

| Noun | A person, place or thing e.g. cat, man, Mr Morel, England |
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| Verb | A doing or being word e.g. jump, run, am, was |
| Adjective | A describing word used before a noun to make the noun's <br> meaning more specific e.g. tall, blue |
| Adverb | Adverbs describe how the verb is being done (modifies) the verb. |
| Tense | Shows whether you are writing about the past, present or future |
| Main Clause | A group of word (it can be a simple sentence) which has a subject <br> and a verb and makes sense on its own e.g. the cat sat on the mat |
| Noun phrase | A phrase where an adjective is used before a noun to describe it <br> e.g. blue table, fierce fox |
| Pronoun | Word that takes the place of a noun to avoid repetition of the <br> noun e.g. it, he, she |
| Possessive pronoun | Words that demonstrate ownership e.g. his, her, their |
| Co-ordinating conjunctions | Words which join together two main clauses: FANBOYS (for, and, <br> nor, but or, yet, so) |
| Subordinating conjunctions | Words which connect two complete ideas by making one of the <br> ideas subordinate or less important than the other e.g. <br> AWHITEBUS (although, after, as, when, if that, even though, <br> because, until, unless, since) The tree will fall over unless we <br> replace the top soil. |
| Question | Asks something e.g.: Why aren't you my friend? |
| Statement | States a fact or something that has happened e.g. You are my <br> friend. |
| Command | Something you have to do e.g. Be my friend! |
| Exclamation | When something is exclaimed- start with 'what' or 'how' e.g. <br> What a good friend you are! |
| Inverted commas | Used to indicate speech |
| Apostrophe | Apostrophes are used for possession and omission: I'm going out <br> and I won't be long. [showing missing letters] <br> Hannah's mother went to town in Justin's car. [marking <br> possessives] |
| Comma | Used to separate a list and can be used to separate clauses |
| Fronted adverbials | Words or phrases at the beginning of a sentence, used to <br> describe the action that follows e.g. Later that day, I heard the <br> bad news |
| Modal verb | An auxiliary verb that expresses necessity or possibility e.g. might, <br> should, will, must |
| Useful links |  |
|  | National Curriculum- available on the School Website |

