

## SPAG: Glossary of Terms

### Word classes:

**Nouns:** naming words, identifying a person, animal, place, thing, or idea

- **proper nouns:** a name used for an individual person, place, or organization, spelled with an initial capital letter, e.g. *Jane, London, and Oxfam*.
- **common nouns:** words used to name general items rather than specific ones.
- **collective nouns:** names for a collection or a number of people or things e.g. class, family, herd.
- **abstract nouns:** refer to intangible things, like feelings, ideals, concepts and qualities. e.g. happiness, magic

**Adjectives:** words that describe or modify nouns (e.g. *small, blue, and sharp*) They are usually positioned before the noun or pronoun that they modify or after certain verbs (e.g. be, look, seem).

**Pronouns:** are used in place of a noun (I, you, he etc.); or are possessive (his, hers, theirs etc.)

**Verbs:** doing or being words. Verb tenses tell us when the action took place: present (I walk), past (I walked), present progressive (I am walking), past progressive (I was walking), future (I will walk), future progressive (I will be walking)).

**Adverbs:** words that are used to change or qualify the meaning of a verbs, adjectives or other adverbs (e.g. very, really). Adverbs perform a wide variety of functions. They normally carry out these functions by answering questions such as:

- When? She *always* arrives early.
- How? He drives *carefully*.
- Where? They go *everywhere* together.
- In what way? She eats *slowly*.
- To what extent? It is *terribly* hot.

**Conjunctions:** a word used to join words, phrases or clauses.

- **Co-ordinating conjunctions:** joining phrases and clauses of equal importance. (For, and, nor, but, or, yet, so) **MUST USE: and, but, or** in KS1
- **Sub-ordinating conjunctions:** link clauses of unequal weight – one clause is dependent on the main clause (e.g. **because, when, if, that**). If you use a comma, you can begin a sentence with a sub-ordinate clause.

**Prepositions:** describe position in times (e.g.: until, during, after, before) and space (e.g., beside, under, on, against, beneath or over). Sandwiched between nouns to describe their relationship.

**Determiners:** describe how much noun you have. Come before the noun (e.g. some puppies, those puppies, the puppy, a puppy, five puppies, no puppies)

**Interjections:** an abrupt remark, especially as an aside or interruption (e.g. Ssh. Eek. Hurrah!)

### **Sentences**

**A sentence:** a group of word that make sense on their own and **MUST CONTAIN A VERB**. The verb is the crux of the sentence and tells us what is happening.

<b>Mr Gumpy</b>	<b>punted</b>	<b>his boat.</b>
subject	verb	object
(who's doing it)	(what's happening)	(doing it to...)

### **Four functions of a sentence:**

**Statement:** most sentences are these. No set structure. It is a statement if it is not one of the other three.

**Question:** Include question tags at the end of statements e.g. You aren't...are you? Be mindful of questions in which the verb is hidden, as in where's or what's (in which the verb 'to be' is hidden). Children in Y2 need to be able to spot the hidden verb.

**Command:** always starts with an imperative (bossy) verb (e.g. Pass the salt. Shut the door.)

**Exclamation:** e.g. What a lovely day! How wonderful!

**Clause:** a group of words that make sense on their own and must contain a verb. It may be a sentence, but it may not (e.g. because she was lost).

**Phrase:** a group of words that provide more information but do not contain a verb e.g. along the dusty track.

### **Noun phrase:**

Phrase containing words that give more information about the verb

e.g. the slow, mud-splattered tractor in the field (chugged along).