To assist the children in their preparation for the Year 6 SPAG test we thought it might be useful to have a glossary of terms with examples to assist with revision and homework activities.

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<thead>
<tr>
<th>Term</th>
<th>Definition</th>
<th>Examples</th>
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| Active voice | A verb in the active voice has its usual **subject** and **object**, where the subject performs the action. | *See passive voice.*  
Somebody **saw** you.  
We must **find** them. |
| Adverbial    | Part of a clause that behaves like an adverb. (Adverbial phrases include time connectives, adverbs and prepositions). | They left a few days ago.  
Suddenly, ...  
**Under the clear blue sky, ...**  
**Yesterday, ...** |
| Ambiguity    | A word or phrase which has one or more interpretation.                     | e.g Walking dogs can be fun.                 |
| Antonym      | A word which has the opposite meaning.                                    | Hot - cold.  
Dark - light.                                  |
| Apostrophe   | Show either: an omitted letter (contracted verb) or possession.            | I’m ...  
Sophie’s bag.                                   |
| Clause       | A group of words that express an event. A clause contains a verb.          | It was raining.  
The boy ran home.                                |
| Colon        | Punctuation used to introduce a list or following an example. It may also be used before a second clause that expands or illustrates the first. | He was very cold: the temperature was below zero. |
| Comma        | Punctuation to separate parts of a sentence.  
- Used to separate items in a list  
- To mark off extra information (or 'drop ins')  
- After a subordinate clause.  
- After many connecting adverbs | I bought cheese, milk and bread.  
Jill, my boss, was away on holiday.  
Although it was cold, we didn’t wear our coats.  
However, On the other hand, Anyway |
<p>| Complex sentence | Consists of a main clause which itself includes one or more subordinate clauses. | Although it was late, I wasn’t tired. |</p>
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<tr>
<th><strong>Compound sentence</strong></th>
<th>Has two or more clauses joined by <em>and</em>, <em>or</em>, <em>but</em>, <em>so</em>. The clauses are of equal weighting.</th>
<th>It was late <em>but</em> I wasn’t tired.</th>
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<tbody>
<tr>
<td><strong>Conjunction</strong></td>
<td>A word used to link clauses in a sentence. Can be either: <em>co-ordinating conjunctions or</em>...</td>
<td><em>and, but</em> <em>when, while, before, after, since, if, because, although, that</em></td>
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<tr>
<td><strong>Connective</strong></td>
<td>A word or phrase to link clauses or sentences. Connectives can be: <em>conjunctions or</em>...</td>
<td><em>but, when, because</em> <em>however, then, therefore</em></td>
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<td><strong>Dash</strong></td>
<td>Dashes may be used to replace other punctuation (colons, semi-colons, commas or brackets). Particularly used in informal writing.</td>
<td>It was a great day – everybody enjoyed it.</td>
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<td><strong>Determiner</strong></td>
<td>Used with nouns and limit (i.e determine) the reference of the noun in some way.</td>
<td><em>e.g. a, the, this, any, my</em></td>
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<td><strong>Direct speech</strong></td>
<td>Uses the speaker’s original words using inverted commas (or speech marks)</td>
<td><em>See indirect speech.</em> <em>Helen said, “I'm going home.” “What do you want?” I asked.</em></td>
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<td><strong>Ellipsis</strong></td>
<td>Three dots to show that something is incomplete or omitted.</td>
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<td><strong>Homophone</strong></td>
<td>Words which have same sounds as another but a different meaning</td>
<td><em>Pair- pear</em> <em>Hare- hair</em></td>
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<td><strong>Hyphen</strong></td>
<td>Used to join two parts of a compound noun (although usually the word is written as a single word e.g. football). Used in compound adjectives and longer phrases. Used in compound nouns where the second part is a short word. Many words beginning with the prefixes.</td>
<td><em>Foul-smelling substance</em> <em>A break- in</em> <em>Co-operative</em></td>
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| **Indirect speech** | Report what was sad but do not use the exact words. | See direct speech.  
Helen said *(that)* she was going home.  
I asked them *what they wanted*. |
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<td><strong>Inverted commas</strong></td>
<td>Mark the beginning and end of direct speech. <em>Also known as speech marks or quotes.</em></td>
<td>“What do you want?” I asked.</td>
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</tbody>
</table>
| **Modal verb**      | A modal verb only has finite forms and has no suffix -s in the present tense even when its subject is singular. | Can/could  
Will/would  
Shall/should  
May/might  
Must/ought |
| **Noun**            | A word which denotes somebody or something. Includes:  
Proper nouns (represent a unique entity)  
Common nouns (describe a class of entities)  
Collective nouns (groups of nouns)  
Concrete nouns (physical entities)  
Abstract nouns (ideas, concepts, emotions) | Earth, India  
table, person, car  
school of fish  
table, car, Janet  
anger, happiness, |
| **Object**          | The person or thing affected by the action. | John kicked the ball. |
| **Parenthesis**     | A word or phrase inserted into a sentence to explain or elaborate. Can be brackets, dashes or commas. Sometimes used as an alternative word for brackets. | Sam and Emma *(his oldest children)* are coming to visit him next weekend.  
Margaret is generally happy - she sings in the mornings! - but responsibility weighs her down.  
Sarah is, I believe, our best student. |
| **Passive voice**   | Where the subject is on the receiving end of the action. | See active voice.  
It has been repaired  
They must be found. |
| **Plural**          | More than one. Includes both regular endings (-s) or irregular changes. Some nouns do not occur in the plural. | Trees, students  
Children, teeth  
Butter, money |
| **Preposition** | Usually followed by a noun phrase. They often indicate  
| - time,  
| - position or  
| - direction.  
| Many prepositions can also be used as adverbs. | At midnight/ during the film  
| | At the station/ in a field  
| | To the station/ over a fence  
| | We got on the bus. |
| **Pronoun** | Often replace a noun or noun phrase and avoid repetition.  
| - Personal pronoun  
| - Possessive pronoun  
| - Reflexive pronoun  
| - Relative pronoun | I/me, you, he/him, she/her, we/us, they/them, it  
| | Mine, yours, his, hers, ours, theirs, its  
| | Myself, herself, themselves  
| | Who/whom, whose, which, that |
| **Relative clause** | One that defines or gives information about somebody or something. Typically begin with relative pronouns. | Do you know the people who live in the house on the corner? (defines the people)  
| | The biscuits that Tom bought this morning have all gone. (defines the biscuits) |
| **Semi-colon** | Used to separate two main clauses in a sentence. Also used to separate items in a list if these items consist of longer phrases. | I like the book; it was a pleasure to read.  
| | I need large, juicy tomatoes; half a pound of unsalted butter; a kilo of fresh pasta, preferably tagliatelle; and a jar of black olives. |
| **Sentence** | Can be simple, compound or complex. Can be:  
| - Declarative (statements)  
| - Interrogative (questions)  
| - Imperative (commands, instructions)  
| - Exclamative (exclamations) | The class yelled in triumph.  
| | Is your sister here?  
| | Hold this! Take the second left.  
<p>| | How peaceful she looks! What a pity! |
| <strong>Simple sentence</strong> | Consists of one clause. | It was late. |
| <strong>Subject</strong> | The person or thing in the sentence. Subject carries out an action. | John kicked the ball. |</p>
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<th><strong>Subordinate clause</strong></th>
<th>Does not always require a subject and verb (as a main clause does). Is reliant on the main clause for sense and clarity.</th>
<th>The weather, <em>although rather cold</em>, was pleasant enough. <em>When in Rome</em>, do as the Romans do.</th>
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</table>
| **Suffix**             | A morpheme which is added to the end of a word.                                                               | Present to past tense: *worked*  
|                        | - Inflectional (changes tense or grammatical status)                                                           | Singular to plural: *accidents*  
|                        | - Derivational (changes the word class)                                                                       | Verb to noun: *worker*  
|                        |                                                                                                               | Noun to adjective: *accidental* |
| **Synonym**            | Words which have the same meaning as another word, or very similar.                                           | Big, large, huge. |
| **Tense**              | A verb form which indicates time.                                                                             | I play  
|                        | - Present                                                                                                     | I played  
|                        | - Past                                                                                                        | *John will arrive tomorrow/ John will be arriving tomorrow.*                                |