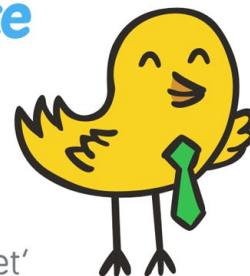# Thanks for downloading and welcome to the twinkl family!

How to change the print size of this resource

- In your PDF reader, click the 'File' menu

- Select 'Print'

- Click the box next to 'Print Scaling' and select 'Multiple Pages Per Sheet'

- You will now have various options, which will enable you to print several pages on just one sheet of paper.

A brief word about copyright...

By downloading this resource, you agree to the following:

We hope you enjoy the resource and we'll see you very soon! x

Vocabulary

accent
Features of pronunciation which vary according to the speaker's regional and social origin. All oral language is spoken with an accent.

acronym
An acronym is a word that is made by taking the first letter of the full name or sentence.
For example:
laser (*light amplification by the stimulated emission of radiation*)
ANZAC (*Australian and New Zealand Army Corps*)
RAM (*Random Access Memory*)

Acronyms are not to be confused with **abbreviations** in which separate letters are pronounced, instead of being read as a word.
For example:
BBC (pronounced as B-B-C)
ETA (E-T-A)
DIY (D-I-Y)

adjective
An adjective is a word that describes somebody or something. Good, beautiful, green, large and delicious are all adjectives. Adjectives either come before a noun, or after linking verbs such as is, be, are, seems:

a beautiful day   she is beautiful
delicious cake   that cake looks delicious

Adjectives (and adverbs) can be compared. We can say that a man is *old*, that he is *older* than another man, ot that he is the *oldest* man in a group.

The comparative form is adjective + -er (for one-syllable adjectives, and some two syllables) or more + adjective (for adjectives of two or more syllables):

big – bigger
young – younger
easy – easier
dangerous – more dangerous

The corresponding superlative forms are –est or most…

big – biggest
young – youngest
important – most important

adverb
Adverbs give extra meaning to a verb, an adjective, another adverb or a whole sentence:

I *really loved* the film (adverb + verb)
He is *really mean* (adverb + adjective)
She runs *really slowly* (adverb + adverb)

Many adverbs are formed by adding –ly to an adjective (eg. slowly, frequently, easily) but there are many adverbs which do not end in –ly (eg. tomorrow, here). Note too that some –ly words are adjectives, not adverbs (eg. silly, friendly).

In many cases, adverbs tell us:

how (manner)	*quickly, loudly, quietly, clumsily*
where (place)	*outside, there, anywhere, here*
when (time)	*after, recently, later, next*
how often (frequency)	*always, often, never, rarely*
why (purpose)	*because, accidentally, intentionally, so*

Other adverbs show degree of intensity:
extremely careful(ly) *fairly* slow(ly) *really* bad

the attitude of the speaker to what he or she is saying:
perhaps obviously fortunately

connections in meaning between sentences (see **connective**):
however furthermore finally

alliteration
The repetition of the same or similar sounds at the beginning of words in a sentence:
Betty bought butter; she sells sea shells; all apples are alike

apostrophe (')
An apostrophe is a punctuation mark used to indicate either omitted letters or possession.

Omitted letters

We use an apostrophe for the omitted letter(s) when a verb is contracted (=shortened).

For example:

I'm (I am)   they've (they have)   we're (we are)

he'll (he will)   she'd (she had/would)   it's (it is/has)

In contracted negative forms, not is contracted to n't and joined to the verb: *wasn't, didn't, wouldn't* etc.

You wouldn't usually use the contracted form in formal writing.

There are a few other cases where an apostrophe is used to indicate letters that are in some sense 'omitted' in words other than verbs, eg *let's* (= let us), *o'clock* (= of the clock).

Possession

We use an apostrophe +*s* for the possesive form:

my sister's cat

Alan's house

the dog's ears

the girl's doll

With a plural ending in *s* (eg *parents*), an apostrophe is added to the end of the word:

my parents' house

the boys' toilet

But irregular plurals (eg women, men), an apostrophe + s is added:
children's toys

The regular plural form is often confused with possessive:
I ate some bananas (not banana's)

Note that the possessive words *yours, his, hers, ours, theirs,* and *its* are not written with an apostrophe.

audience
The people addressed by a text. The term refers to listeners, readers of books and other written media, film/TV audiences and users of information technology.

bibliography
A list of texts on a particular subject or by a particular author.

blurb
Information about a book usually printed on the back or inside flap of book jacket, which aims to attract readers. Informs the prospective reader about genre, setting, etc

clause
A clause is a group of words that expresses an event (he ate a banana) or a situation (he was hungry/he wanted some food). It usually contains a subject (*he* in the examples) and verb (ate/was/wanted).

Note how a clause differs from a phrase:
A ginger cat (a *phrase* – this refers to 'a ginger cat' but doesn't say what the cat did or what happened to it)
A ginger cat caught the mouse (a *clause* – the cat did something)

A sentence is made up of one or more clauses:

It was boiling hot (one clause)
It was boiling hot and I was sunbathing (two main clauses joined by and)
It was boiling hot <u>when we went on holiday</u>. (Main clause containing a subordinate clause – the subordinate clause is underlined)

colon (:)
A colon is a punctuation mark used to introduce a list or a following example. It may also be used before a second clause that expands or illustrates the first:
She was very angry: her brother had cut off her doll's hair.

comma (,)
A comma is a punctuation mark used to help the reader by separating parts of a sentence. It sometimes corresponds to a pause in speech.
In particular we use commas:

To separate items in a list (but not usually before and):
My favourite colours are red, pink, yellow and orange.
Today I played hockey, went to visit gran and had tea with my dad.

To mark off extra information:
Gemma, my best friend, has a pet tortoise.

After a subordinate clause which begins a sentence:
Even though it was late, I didn't feel tired.

With many connecting **adverbs** (eg *however, on the other hand, anyway*) for example:
Anyway, I prefer bananas to apples.

Conjunction
A word used to link clauses within a sentence.

There are two kinds of conjunction:
A. Co-ordinating conjunctions (*and, but, or* and *so*). These join two independent clauses.
I was hungry so I ate a banana.
And, but and or are also used to join words or phrases within a clause.
B. Subordinating conjunctions (eg when, while, before, after, since, until, if, because, although, that). These go at the beginning of a subordinate clause:
He was upset <u>because</u> he lost his football.
<u>Although</u> he lost his football, he was happy that he scored a goal.
He bought a new football <u>when</u> he next went to the shop.

Connective
A connective is a word or phrase that links clauses or sentences.
Connectives can be **conjunctions** (eg *although, or, because*) or **connecting adverbs** (eg *however, then, therefore*).
Connecting adverbs maintain the cohesion of a text in several basic ways, including:

Addition	*also, furthermore, in addition*
Opposition	*however, on the contrary, on the other hand*
Reinforcing	*besides, in fact, after all*

Explaining	*for example, in other words, because*
Listing	*first of all, finally, after that*
Indicating results	*as a result, consequently, therefore*
Indicating time	*before, until, meanwhile*
Indicating position	*beside, under, next to*

Commas are often used to mark off connecting adverbs:
<u>For example,</u> mixing red and blue makes purple.
Dad went out to do the shopping. <u>Meanwhile,</u> mum baked a cake.
.

Connecting adverbs and conjunctions function differently.
Conjunctions (like *because* and *so*) join clauses within a sentence.
Connecting adverbs (like *however*) connect ideas but the clauses remain separate sentences:

He was hungry <u>but</u> there wasn't any food. (*But* is a conjunction – one sentence)
<u>Although</u> he was hungry, he waited until lunchtime to eat. (*Although* is a conjunction – one sentence)
He was very hungry. <u>However,</u> he waited until lunchtime to eat. (*however* is an adverb – two sentences)

Direct speech and indirect speech
There are two ways of reporting what somebody says: direct speech and indirect speech.
In direct speech, we use the speaker's original words (as in a speech bubble). In text, speech marks ('…' or "…" – also called inverted commas or quotes) mark the beginning and end of direct speech:
Jenny said, 'I want some food'.
'Where is the train station?' I asked.

In indirect (or reported) speech, we report what was said but do not use the exact words of the original speaker. Typically we change pronouns and verb tenses, and speech marks are not used:

Jenny said (that) she was hungry.

I asked him where the train station is.

Ellipsis

Ellipsis is the omission of words in order to avoid repetition. For example:

Some children go to playgroup, others to nursery. (Ommision of *go*)

'Where are you from?' 'Sheffield.' (Ommision of *'I am from'*)

An ellipsis is also the term used for three dots (…) which show that something has been omitted or is incomplete, or to create a pause in thinking.

Exclamation

An exclamation is an utterance expressing emotion (joy, wonder, anger, surprise, etc) and is usually followed in writing by an exclamation mark (!). Exclamations can be interjections:

Oh no!

Oh my goodness!

Ouch!

Some exclamations begin with what or how:

What a beautiful morning!

How bizarre!

What a shame!

Exclamations like these are a special type of sentence ('exclamation') and may have no verb.

Figurative language

When a word or phrase that is unlike everyday literal language is used to compare, emphasise or clarify.

Metaphors and **similes** are the most commonly used figures of speech.

Genre

This term refers to different types of writing, each with its own specific characteristics or reader interest area.

For example: *romance, science fiction, fantasy, horror.*

Some texts may represent more than one genre, for example: *fantasy horror, comedy romance*

Guided writing

A classroom activity in which pupils are grouped by writing ability. The teacher works with each group on a task carefully selected to offer an appropriate level of challenge to the group. Challenge may be in terms of spelling, simple punctuation, letter formation, language and vocabulary, or sophisticated aspects of generic structure, planning and editing, use of imagery and so on.

Imagery

Use of language to create a vivid sensory image – often visual. May include:

Vocabulary	choice of synonym, for example: *ate/gobbled*, selection of adjectives and adverbs.
Simile	*he ate like a pig*
Metaphor	*he was a pig when he ate*

See **figurative language**

Metaphor

When you use a metaphor, you are saying that a person, place, animal or thing is something else to create an image for the reader. For example: *she is a witch, her eyes are jewels sparkling in the sun, he was frozen with fear*

Narrative text

Text which re-tells events, often in chronological sequence. May be purely fictional, or include some information. May be in prose or poetic form.

Non-chronological writing

Writing organised without reference to time sequence. Typically, writing organised by characteristics and attributes, for example a report on a town might be organised into population, situation, facilities.

Person

In grammar, a distinction is made between first, second and third person.

We use the first person when referring to oneself (I/we); the second person when referring to one's listener or reader (you); and the third person when referring to somebody or something else (he/she/it/they/my friend/the books etc).

In some cases the form of the verb changes according to person:

I/we/you/they know   *He/she knows*

I/we/you/they have   *He/she/it has*

We/you/they were   *I/he/she/it was*

Phrase

A phrase is a group of words that act as one unit. So *cat* is a word, but *the cat*, *a black cat* or *that cat over there* are all phrases. Strictly speaking, a phrase can also consist of just one word. For example, in the sentence *cats are great*, '*cats*' and '*great*' are both one-word phrases.

A phrase can function as a noun, an adjective or an adverb:

A noun phrase   *a red car, my teddy*

An adjectival phrase   *(he's) as tall as you, (I'm) really hungry*

An adverbial phrase   *(they went) an hour ago, (she runs) very fast*

If a phrase begins with a **preposition** (like <u>beside</u> the lake, <u>in</u> a rush), it can be called a prepositional phrase. A prepositional phrase can be adjectival or adverbial in meaning:

Adjectival   *(I'm) in a rush, (the girl) with brown eyes*

Adverbial   *(they went) on Friday, (he walked) beside the river*

Pronoun

There are several kinds of pronoun, including:

Personal Pronouns
I/me, you, he/him, she/her, we/us, they/them, it
<u>I</u> want <u>it</u>, <u>They</u> don't like <u>her</u>.

Possessive pronouns
Mine, yours, his, hers, ours, theirs, its
Shall we go to <u>yours</u> or <u>mine</u>?

Many determiners can also be used as pronouns, including *this/that/those* and the quantifiers (*some, much* etc.)

For example:
These taste great!
Would you like some?

Pronouns often 'replace' a noun or noun phrase and enable us to avoid repetition:
I bumped into your sister, it was lovely to see her. (her = your sister)
We're going to watch a play tonight. I hope it's funny. (it = the play)

Sentence

A sentence can be simple, compound or complex.
A simple sentence consists of one clause;
It was raining.

A compound sentence has two or more clauses joined by and, or but or so. The clauses are of equal weight (they are both main clauses):
It was raining but I stayed dry.

A complex sentence consists of a main clause which itself includes one or more subordinate clauses:
Although it was raining, I stayed dry. (Subordinate clause beginning with although underlined)
Simple sentences can also be grouped as follows according to their structure:

Declarative (for statements, suggestions, etc):
The boy jumped for joy. Maybe we could bake a cake.

Interrogative (for questions, requests, etc):
Where is the library? Have you seen the news?

Imperative (for commands, instructions, etc):
Stop it! Shut the door behind you.

Exclamative (for exclamations):
What a shame! It's beautiful.

In writing, we mark sentences by using a capital letter at the beginning, and a full stop (or question mark or exclamation mark) at the end.

Shared Writing

A classroom process where the teacher models the writing process for children: free from the physical difficulties of writing, children can observe, and subsequently be involved in, planning, composition, redrafting, editing and publishing through the medium of the teacher. Shared writing is interactive in nature and is appropriate for teaching all forms and genres.

Simile

A simile is a **figure of speech** that directly compares two different thing, usually by using the words "like" or "as". It is different from a **metaphor**, which compares two things by saying that one thing *is* the other thing.
Examples of a simile:
He ran like the wind. She was as busy as a bee.

Singular and plural

Singular forms are used to refer to one thing, person etc. for example: *cat, house, welly.*

Many nouns (countable nouns) can be singular (only one) or plural (more than one). The plural is usually marked by the ending –s: *cat<u>s</u>, house<u>s</u>, welli<u>es</u>.*

Some plural forms are irregular. For example: *women, teeth, lice.*

Other nouns (mass nouns) do not normally occur in the plural. For example: *sheep, butter, money, silence.*

Some **verbs**, **pronouns**, and **determiners** have different singular and plural forms:

<u>She was</u> hungry.   *<u>They were</u> hungry.*
Where is my pen? I've lost it.   *Where are my pens? I've lost them.*
Do you want <u>this sweet</u>?   *Do you want <u>these sweets</u>?*

Note that *they/ them/ their* (plural words) are sometimes used to refer back to singular words that don't designate a specific person, such as anyone or somebody. In such cases, they usually means 'he or she':

If <u>anyone</u> is late, <u>they</u> can wait outside.
Did <u>everybody</u> eat <u>their</u> lunch?
If <u>a person</u> falls over, you should help <u>them</u>.

Skim

Briefly read to get an initial overview of the subject matter and main ideas of a passage

Word class

The main word classes are **verb, noun, adjective, adverb, pronoun, determiner, preposition** and **conjunction**. These are all dealt with separately in this glossary.

Note that a word can belong to more than one class. For example:

Fish	verb (*I like to fish*) or noun (*a fish*).
Fit	noun (*a fit*), verb (*they fit*) or adjective (*I'm fit*)
Until	preposition (*until Friday*) or conjunction (*until I come back*)
Like	Verb (*I like*) or preposition (*do it like this*)
Pretty	adjective (*she is pretty*) or adverb (*it is pretty easy*)
That	determiner (*that day*) or pronoun (*who did that?*) or conjunction (*he said that he…*)

Writing frame

A structured prompt to support writing. A writing frame often takes the form of opening phrases of paragraphs, and may include suggested vocabulary. It often provides a template for a particular text type.