

Glossary of Terms: Year 5

These are words your child hears and is beginning to use in class when talking about their reading and writing. Please use this glossary of terms to support learning at home when reading and writing and encourage your child to identify different types of words and punctuation. This is taken from the year group expectations set out in the National Curriculum.

Term	Meaning	Example
Verb	A word which describes the action in a sentence.	Peter was running towards the finish line. Jennifer skipped around the garden.
Noun	A word which is a person, place or thing.	woman, park, apple
Adjective	A word that describes a noun.	the red squirrel, the tall giraffe
Adverb	A word that describes a verb.	He slowly walked, she shouted loudly
Prefix	Letters that can be added to the beginning of the word which change the meaning of verbs and adjectives.	kind – unkind tie – untie
Suffix	Letters that can be added to the end of the word which change the meaning of verbs.	help – helper , helping , helped (at this level, we look at words where no change is needed to the root word)
Clause	A group of words that contains a <i>subject</i> and a verb .	The <i>lion</i> pounced
Main clause	Part of a sentence which makes sense by itself. It could be a sentence on its own.	The dog barked when it was excited. While it was raining, the children watched a film.
Subordinate clause	Part of a sentence which relies on the main clause of the sentence to make sense and contains a subordinating conjunction (see below)	The dog barked when it was excited. While it was raining, the children watched a film.
Singular	Referring to just one person or thing.	a sweet, a pen, a fox
Plural	Referring to two or more things.	two sweets, five pens, seven foxes (if the word ends in 'sh' 'tch' 'ss' 'zz' 'x' – 'es' must be added)

Proper noun	Names and places that need to start with a capital letter.	Colchester, London, Ben, Anne, Highwoods Community Primary School
Question mark	A punctuation mark indicating a question.	Where do you live? What is your name?
Exclamation mark	A punctuation mark indicating an exclamation or that something is shocking or funny.	Be careful! Look out!
Apostrophe	An apostrophe can be used to show possession (i.e belonging to). Apostrophes can be used to show where letters that have been left out. (omission – missed out)	Dad’s car. Did not – didn’t.
Comma	Commas are used to separate items in a list.	I had toast, milk and a banana for breakfast.
Inverted commas/speech marks	Punctuation which indicates speech/dialogue.	“How much is this?” asked the boy. “It’s my birthday,” announced Sally.
Direct Speech	The actual words that someone/a character speaks, punctuated with inverted commas.	“How much is this?” asked the boy. “It’s my birthday,” announced Sally.
Compound word	Compound words are two nouns words put together to make a new word.	Football, lighthouse, playground.
Expanded noun phrase	Expanded noun phrases <i>describe</i> a noun .	<i>The brown hamster, a small ball</i>
Statement	A statement is a sentence that tells you something.	A rainbow has 7 colours, it is raining.
Command	A command is a sentence that tells you to do something.	Stop doing that! Mix the butter and the sugar together.
Question	A question is a sentence that asks you something.	What did you have for dinner?
Exclamation	An exclamation is a sentence that begins with a ‘what’ or a ‘how’. It is a full sentence, including a verb, which ends with an exclamation mark.	What a dangerous mountain to climb! How lovely the weather is!
Past tense	Something that has already happened.	The children played in the playground.
Present tense	Something that is happening now.	The children are playing in the playground.
Preposition	These words tell us where something is or when something happened.	The book was <i>on</i> the table. <i>In</i> the distance, a mysterious creature lurked. <i>Later</i> that day, they went to the park.

Conjunction	<p>Conjunctions can join sentences and extend sentences.</p> <p>Coordinating conjunctions (and, but, so) join sentences together.</p> <p>Subordinating conjunctions add extra information to a sentence (If, when, because, while, as)</p>	<p>Coordinating: I like cheese but I don't like pizza. I am late for school so I have to run! It is my birthday tomorrow and I am excited.</p> <p>Subordinating: As the sun was setting, they made their way home. If I keep working hard, my results will go up. Because it was cold, I wore my scarf. I ran home quickly as it was raining. I go to the cinema when superhero movies are on.</p>
Consonant	Letters of the alphabet that are not vowels.	<u>b c d f g h i k l m n p q r s t v w x y z</u>
Vowel	Letters of the alphabet that are not consonants.	<u>a e i o u</u>
Word Family	These are words that have a common feature or pattern.	<u>Happy unhappy happiest</u>
Determiner	A word that is attached to a noun to clarify.	<p>The, a, an, one, two, three, my, his etc...</p> <p>The dog sat in its bed to eat a bone. My pencil is blue. Three birds sat on the wire.</p>
Pronoun	A word you use instead of a noun to avoid repeating it and words which represent people.	<p>He, she, it, I, they, you, we, me, us, him, her,</p> <p>Ella felt ill so she went to bed. We ate a lot of cake because it was delicious.</p>
Possessive pronoun	A word that shows to whom something belongs, without using the name.	<p>Our, his, mine, yours, hers, its, their</p> <p>Their house is enormous. Archie lost his pencil case.</p>
Adverbial	A phrase that gives more information about the verb, typically expressing place or time.	<p>There was a shoe on the stairs. When the sun came out, they went out to play.</p>
Fronted adverbial	A adverbial that starts a sentence, followed by a comma.	On the stairs , there was a shoe.

Modal Verb	They are used with the main verb to express possibility or wanting.	<i>I should know all my time tables by the end of year 5.</i> <i>We must quickly recall my times tables.</i> Would, should, could, might, may, can, will, must
Relative pronoun	Introduces more information about the noun: which, who, that, where	<i>The bird who sat on the branch.</i>
Relative clause	Is a type of subordinate clause used to connect more description to a main clause and starts with a relative pronoun (see above).	<i>Year 5, who are great, have worked hard all year.</i> <i>The school, which is called Highwoods, is in Colchester.</i> <i>This is the shop where I saw the shoes.</i>
Parenthesis	The word or phrase inside the commas, brackets or dashes.	<i>I looked up, squinting because of the sun, and saw the birds flying across the sky.</i> <i>The children (who were very excited) clambered out of the car.</i>
Brackets	Can be used to separate a word or phrase that has been added to a sentence to add more detail.	<i>My birthday cake was chocolate (which is my absolute favourite) with chocolate icing on top.</i>
Dash		<i>We catch the bus – the blue one – at 3:15pm at the station.</i>
Cohesion	How the different parts of a piece of writing fit together. Pronouns may be used to avoid repetition or adverbs such as meanwhile .	Linking different paragraphs together, repeating words of phrases or by referring to something that has already been mentioned. Emma was delighted when she opened the present. It was just what Emma wanted. Meanwhile , Emma's friend was panicked as she had bought her exactly the same gift.
Ambiguity	When a word or phrase has more than one meaning (ambiguous). Commas can be used to avoid ambiguity.	<i>I read the book.</i> (present tense) <i>I read the book.</i> (past tense) Ella loves cooking, her family and dogs. Ellas loves cooking her family and dogs.