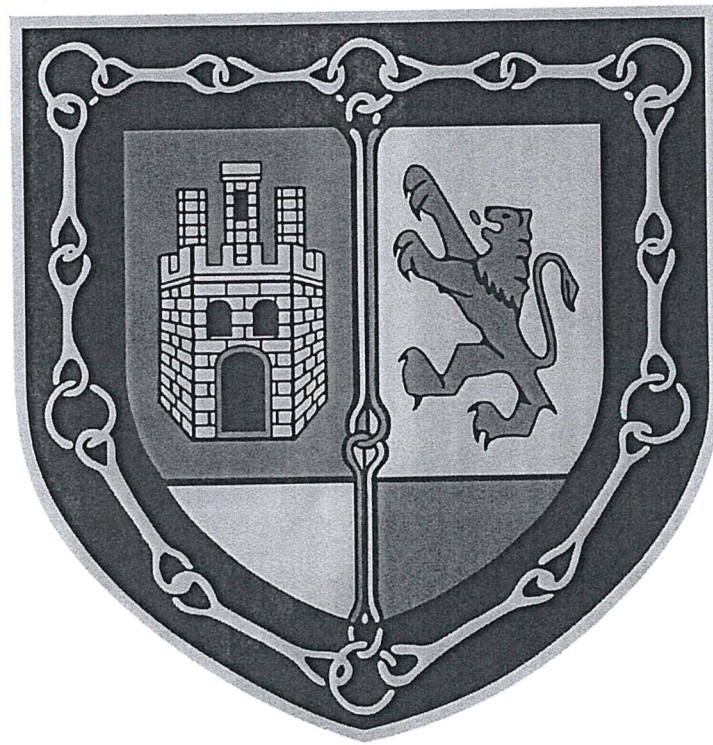


Alameda Middle School



English Department
Year 5 Parent Information Evening

National Curriculum Expectations

Year 5

By the beginning of year 5, pupils should be able to accurately read aloud a wide range of poetry and books written at an age-appropriate interest level at a reasonable speaking pace. They should be able to read most words effortlessly and work out the pronunciation of unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, pupils in year 5 should ask for help in determining both the meaning of the word and how to pronounce it correctly.

Year 5 pupils should be able to read texts aloud with appropriate intonation to show their understanding. They should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently for pleasure and to retrieve information, outside of school as well as in school. They should be able to read silently with good understanding. They should be able to infer the meanings of unfamiliar words and then discuss what they have read.

During year 5, pupils should continue to expand their vocabulary through exposure to stories, plays, poetry, non-fiction and textbooks, both read by them and to them by others. They should be given the opportunity to listen to books and other writing that they have not come across before – hearing and learning new vocabulary and grammatical structures, and having a chance to talk about this. Their confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.

What This Means for Parents

- Give your child access to lots of books on many different topics and by a wide range of authors who write in different styles, e.g. Roald Dahl, Michael Morpurgo to Julia Donaldson.
- Encourage your child to ask for help with the pronunciation of new words if their reasonable attempt does not sound correct.
- Broaden the vocabulary you use when speaking to your child and be prepared to clarify the meaning of a wider range of words, modelling them within sentences.
- Encourage your child to read silently to themselves but check their understanding of what they have read after doing so.
- Encourage your child to partake in drama and theatre activities or debates outside of school.
- Read difficult texts to your child and allow them the chance to listen and ask questions.

Year 5 children are expected to:

apply their knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet

maintain positive attitudes to reading and an understanding of what they have read

continue to read and discuss a wide range of fiction, poetry, plays, non-fiction, reference books and textbooks

read books which are structured in different ways and written for a range of purposes

increase their familiarity with a wide range of books, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions

recommend books that they have read to their peers, giving reasons for their choices

identify and discuss themes (such as loss or heroism) and conventions (such as the use of first person in diary entries) in and across a wide range of writing

make comparisons within and across books

learn a wider range of poetry by heart

prepare and perform poems and plays outloud, showing an understanding through intonation, tone and volume so that meaning is clear to the audience

check that the book makes sense to them; discussing their understanding and exploring the meaning of new words in context

To support this, you could say:

Can you find a word which begins with the prefix dis-?

What does the prefix anti- mean? So what could this new word mean?

Did you enjoy that book? Why?

What kind of text would you like to read next?

What did you think about...?

Shall we go and watch a play about...?

Have you ever read a... poem?

Can you see any subheadings in this text? Why are they used?

What organisational feature is this?

What type of story is this?

Have you ever read a...?

Let's go to the library and see if we can find a book from...

What other cultures would you like to read about?

Would you recommend it?

Who do you think would like this book?

What makes it so good?

Can you see a theme running through this story? What is it? How often is it mentioned?

How does this text differ to a story?

Is that what... said had happened too?

How is... similar to...? Do they differ?

Can you recite...?

Would you like to try going to a local drama group?

Think about your voice when you read that; how might the witch speak?

Tell me about what you've just read.

Were there any words you didn't quite understand?

The word... means...; In a sentence it's...

ask questions to improve their understanding	Is there anything you don't understand that you want to ask me about?
draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence	How do you think... is feeling? What makes you say that? Show me in the text. Why do you think.... acted in that way?
predict what might happen from details stated and implied	What might....? What makes you think that? Show me in the text.
summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas	What theme can we see across these paragraphs? Is anything mentioned more than once?
identify how language, structure and presentation contribute to meaning	Why is this text set out this way? How does that help you as a reader?
discuss and evaluate how authors use language, including figurative language, and consider the impact on the reader	Can you find an example of figurative language on this page? Why might the author write in this way?
distinguish between statements of fact and opinion	Do you think... is a statement of fact or an opinion? How do you know?
retrieve, record and present information from non-fiction texts	Find the part of the text about... What does... mean?
participate in discussions about books that are read to them and those they can read themselves, building on their own and others' ideas and challenging views courteously	I think that.... do you agree? Why do you agree / why not? Tell me your opinion about... I don't agree. I think that... In my opinion...
explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary	Over the holidays, I would like you to plan a presentation for me on... Can you explain to me why... is the best snack? I think... is. Let's debate it. Can you think of three reasons why...?
provide reasoned justification for their views	Why do you think that? What evidence supports that idea?

The National Curriculum also recommends:

- Teaching your child the technical terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.
- Reading whole books to your child so that they can meet texts and authors they might not choose to read themselves.
- Exposing your child to more than one account of the same event so that they can examine similarities and differences.
- Showing your child different types of writing, such as diaries and autobiographies which are written in the first person.
- Teaching your child how to use contents and index pages within reference books so that they can retrieve information.
- Allowing your child to read texts they are genuinely interested in, e.g. reading information leaflets before visiting a gallery or museum, or reading a theatre

Content Domain Coverage

In the KS2 English Reading Tests, your child's understanding of reading is tested through different strands, known as 'content domains'. Twinkl's Reading Dogs directly relate to these domains, as follows:

Vocabulary Victor

What does this word/phrase/sentence tell you about the character/mood/setting?

By writing this way what effect has the author created/did the author intend to create?

How has the author made you/the character feel happy/sad/angry/frustrated?

Content Domain 2a: Give/explain the meaning of words in context.



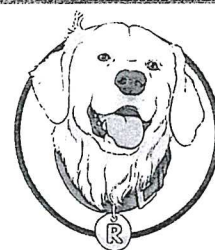
Rex Retriever

Through whose eyes is this story told?

Which part of the story best describes...? Find it.

What evidence from the text do you have to justify your opinion?

Content Domain 2b: Retrieve and record information / identify key details from fiction and non-fiction.



What is the main point in this section of the text?

Recap what has happened so far in 20 words or less.

Which is the most important point in this paragraph? Is it mentioned anywhere else?

Content Domain 2c: Summarise main ideas from more than one paragraph.



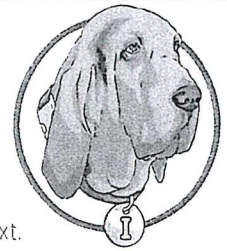
Inference Iggy

What do these words mean and why might the author have chosen them?

Can you explain why...?

Which words give you the impression that...?

Content Domain 2d: Make inferences from the text / explain and justify these with evidence from the text.



Predicting Pip

Can you think of another story with a similar theme/opening/ending?

Why did the author choose this setting? Will it influence how the story develops?

How is this character like someone you know in real life? Would they act in the same way?

Content Domain 2e: Predict what might happen from details stated and implied.



Cassie the Commentator

Explain how a character's feelings change throughout the story. How do you know?

What are the clues that this character is liked/disliked/envied/feared/loved/hated?

How could this part of the text be improved?

Content Domains 2f/h: Identify/explain how information/narrative content is related and contributes to meaning as a whole. Make comparisons within the text.



Arlo the Author

What does the word... tell you about...? Does the author use another word to do the same?

By writing in this way, what effect has the author created?

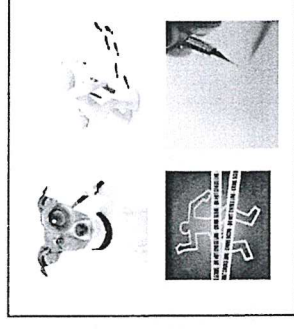
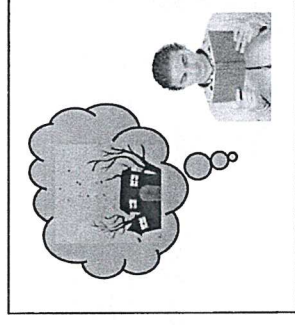
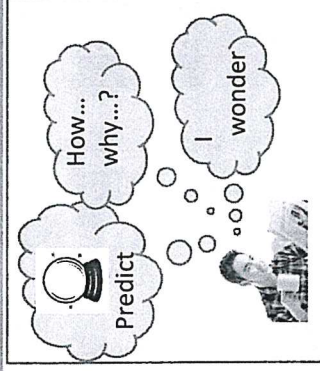
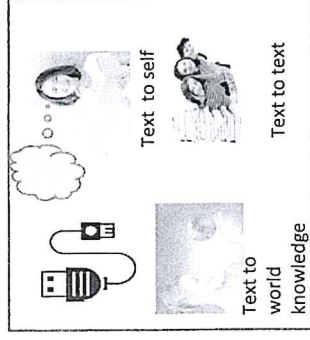
Has the author been successful in their purpose/use of language? What makes you think that?

Content Domain 2g: Identify/explain how meaning is enhanced through choice of words and phrases



Strategies to help us understand and enjoy reading.

As we read we

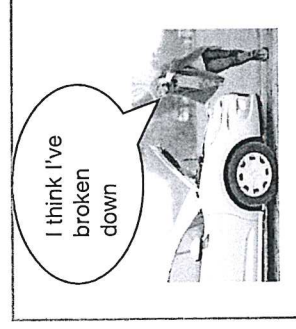


Use our background knowledge and connect to text

Predict, ask questions, I wonder... and read on to find out...

Visualise

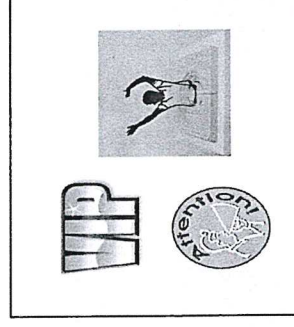
Think like a detective- use inference



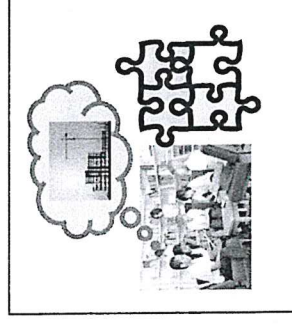
Notice meaning breakdown...



...and repair it



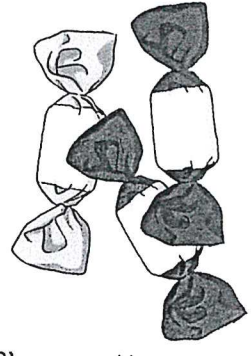
Watch out for VIP words/ phrases/ideas..



...and put together to build GIST

Year 3 and 4 Statutory Spellings

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	



Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	

Glossary of Terms Used in Spelling, Punctuation and Grammar Teaching in Primary Schools

Abstract noun	A feeling or concept which cannot be touched, such as love, happiness, education.
Active voice	A sentence written in the active voice has the subject of the sentence carrying out the main action.
Adjectival phrase	A phrase built around an adjective – for example 'bright red', 'frighteningly bad'.
Adjective	A word which describes a noun .
Adverb	A word which describes how a verb action is being carried out.
Adverbial phrase	A phrase built around an adverb – for example 'as quickly as possible', 'very rudely'.
Ambiguity	A sentence contains ambiguity if it could be open to more than one meaning. Pupils are taught to use hyphens to avoid ambiguity; for example, the sentence 'Jaws is about a man eating shark' could be ambiguous, but with the insertion of a hyphen becomes much clearer: 'Jaws is about a <u>man-eating</u> shark'.
Antonym	A word with the opposite meaning to another, e.g. good/bad, wise/foolish, long/ short.
Apostrophe ,	A punctuation mark used to show possession or to represent missing letters in a contracted form . See also possessive apostrophe .
Article	Words which tell us if a noun is general or specific. 'The' is called the 'definite article' and refers to specific nouns: 'The man's hat is blue'. The 'indefinite articles' are 'a' and 'an', referring to general nouns: 'A cow eats grass'.
Auxiliary verb	A verb which forms the tense, mood and voice of other verbs. The auxiliary verbs are 'be', 'do' and 'have' plus the modal verbs . For example, 'be' is used in the progressive tense verbs such as 'I <u>am</u> running', 'he <u>was</u> eating'.
Brackets ()	A punctuation mark used to set a non-essential section of a sentence apart. Also known as parenthesis. For example, 'My friend Chloe (who is three months older than me) is coming to my house tonight'.
Bullet points	A way of setting information out in a list of points, which may be phrases , words or short sentences .
Capital letter	A letter used at the beginning of a sentence and for proper nouns . They may also be used at the beginning of the important words in a title or sign, for example, 'Keep Off the Grass'.
Clause	Clauses are the building blocks of a sentence . They are groups of words that contain a subject and a verb . They can be ' main ' or ' subordinate '.
Cohesion	A sentence will have cohesion if all its parts fit together, for example if tenses and pronouns are consistent and determiners refer to the correct noun.
Collective noun	A noun which refers to a group of people, animals or things, for example, 'a <u>class</u> of children', 'a <u>herd</u> of elephants', 'a <u>pride</u> of lions'.
Colon :	A punctuation mark used in a sentence to indicate that something is about to follow, such as a quotation, an example or a list. For example, 'I need three things from the shop: milk, eggs and bread'.
Comma ,	A punctuation mark used in a sentence to mark a slight break between different parts of a sentence, or to separate clauses in order to reduce ambiguity and increase cohesion . Primary pupils are taught to use commas to separate items in a list, to demarcate clauses and before introducing direct speech.

Glossary of Terms Used in Spelling, Punctuation and Grammar

Teaching in Primary Schools

Command	A type of sentence which instructs or orders an action to take place. Contains an imperative verb which does not need a subject . Often a command will begin with this imperative verb or with a time connective . For example, ' <u>Eat</u> your dinner. <u>Next add</u> the eggs to the mixture'.
Common exception word	A word which does not follow the common phonetic spelling rules of the language, or where the usual rules act in an unusual way. Children have a list of these words which they are expected to learn by the end of each year in primary school.
Common noun	Describes a class of objects (e.g. dog, man, day) which do not have a capital letter (e.g. Rover, John, Tuesday). See also proper nouns .
Comparative	The comparative form of an adjective compares one thing with another. For example, 'My cake is big but hers is bigger'. Usually formed by adding the suffix '-er' (smaller, higher, happier) or the word 'more' (more beautiful). See also superlative .
Complex sentence	Formed by joining a main clause with a subordinate clause using a subordinating conjunction . They can also be called multi-clause sentences . The main clause can stand alone but the subordinate or dependent clause cannot. For example, 'I burned dinner when I was on the phone'.
Compound sentence	Formed by joining two main clauses with a connective . The two clauses can stand on their own as sentences . For example, 'I like dogs but my friend likes cats'.
Compound word	A combination of two or more individual words that have a single meaning. For example, 'football', 'carwash', 'sunflower'.
Concrete noun	Something you can touch. For example, 'bed', 'pencil', 'cat'. Can be common nouns , or proper nouns that need a capital letter . For example, 'Mr Jones', 'Blackpool Tower'.
Conjunction	A type of connective that joins clauses . Co-ordinating conjunctions include 'and', 'but' and 'so'. Subordinating conjunctions include 'because', 'if' and 'until'. See also subordinating clause .
Connective	Any word which joins two bits of text.
Consonant	Any letter of the alphabet other than the vowels (a, e, i, o, u).
Contracted form	Short words made by putting two words together and omitting some letters, which are replaced by an apostrophe . For example, 'did not' is contacted to 'didn't'.
Co-ordinating conjunction	A conjunction which joins two main clauses to create a compound sentence (for, and, nor, but, or, yet, so).
Co-ordination	The joining of clauses in a way that gives each one equal importance. For example, 'I am seven and my friend is eight'.
Dash	Used in a similar way to brackets or parentheses to set information apart in a sentence . For example, 'My three friends – Jack, Sam and Callum – are coming to my house for tea'.
Definite article	See article .
Determiner	A word that introduces a noun and identifies it in detail. This may be a definite or indefinite article (a, an, the), a demonstrative (this, that), possessive (your, my), a quantifier (some, many) or a number (six, ten, half).
Digraph	A sound represented by two letters – for example 'ee' or 'th'.

Glossary of Terms Used in Spelling, Punctuation and Grammar Teaching in Primary Schools

Direct speech	A sentence where the exact words spoken are represented, and shown in speech marks (also known as inverted commas). ("Tidy your room, please," said Mum).
Ellipsis ...	Three dots which are used to show missing words or to create a pause for effect. For example, 'So...tell me what happened'.
Embedded clause	A clause used in the middle of another clause . It is usually marked by commas . For example, 'The man, <u>walking along with his dog</u> , whistled a tune to himself'.
Etymology	The origin of words and how they have changed over time. Knowing the etymology of some words can help children to spell them, for example knowing that words with 'ch' pronounced 'sh' are often of French origin (e.g. machine, chef, brochure).
Exclamation	A sentence which expresses surprise or wonder, and ends with an exclamation mark in place of a full stop . Begins with the words 'how' or 'what' and must also contain a verb . For example, 'What big eyes you have, Grandma!' or 'How cold it is today!'
Exclamation mark !	A punctuation mark used at the end of an exclamation – for example, 'What a fantastic day we have had!' It can also be used at the end of a statement or command to show something has been said with feeling or emotion, for example, 'That was a really scary film!' or 'Stop hitting your brother!'
Exclamative statement	See exclamation .
First person	A sentence is written in the first person if it is written from the point of view of the subject – in other words, using the pronouns 'I' or 'we'.
Formal speech	A type of speech or writing used in formal, 'serious' texts and situations. Children in primary school start to be taught the difference between the language we use when speaking informally (for example, to our friends) and the language we may use for a formal text, such as a letter of complaint.
Fronted adverbial	Words or phrases used at the beginning of a sentence , used like adverbs to describe the action that follows. For example, ' <u>With a happy smile</u> , she skipped into the room'.
Full stop	A punctuation mark used to demarcate the end of a statement or command .
Future tense	A verb tense which describes actions that are going to take place in the future. Often uses the modal auxiliary verb 'will'. For example, 'Tomorrow I will do the shopping'.
GPC	Stands for grapheme-phoneme correspondence, and refers to the way that sounds heard in words are written down.
Grammar	The rules that cover spoken and written language.
Grapheme	A letter or string of letters that represents a spoken sound.
Homophone	Words that sound the same but have different meanings. Some have different spellings and meanings but sound the same – for example, 'there/their/they're'; some are spelt the same but have different meanings – for example, 'fair' ('Let's go to the fair!'/ 'That's not fair').
Hyphen –	A punctuation mark used to link and join words, and often used to reduce ambiguity in sentences: for example twenty-seven, brother-in-law, man-eating, long-legged.
Imperative verb	A verb that stands alone without a subject noun or pronoun in a command .
Indefinite article	See article .

Glossary of Terms Used in Spelling, Punctuation and Grammar Teaching in Primary Schools

Indirect speech	A sentence where the main points of what someone has said are reported without actually writing the speech out in full. Speech marks are not used. For example, 'Mum told us to tidy our rooms'.
Informal speech	See formal speech .
Inverted commas	Punctuation marks used to demarcate direct speech in a sentence. Also known as speech marks, but in the 2014 National Curriculum children are taught the term inverted commas instead.
Main clause	The leading clause in a sentence which indicates the main subject and action of the sentence. It stands alone without any additional clauses . For example, 'Even though the weather is bad, <u>I will still go for a walk</u> '.
Modal verb	A special verb which affects the other verbs in the sentence by showing obligation (e.g. 'You <u>should</u> do your homework'), possibility (e.g. 'I <u>might</u> have pizza for tea'), ability (e.g. 'You <u>can</u> ride a bike now') or permission (e.g. 'You <u>may</u> go out now').
Morphology	The study of words, how they are formed and their relationship to other words in the same language. It analyses the structure of words and parts of words, such as stems, root words , prefixes , and suffixes . An understanding of morphology can help children with spelling strategies, e.g. knowing that 'medicine', 'medical' and 'paramedic' all share a common root.
Noun	A naming word for things, animals, people, places and feelings. Can be common , proper , concrete , abstract or collective .
Noun phrase	A small group of words that does not contain a verb . A noun phrase contains a noun plus words to describe it – for example, 'the spotty, black dog'.
Object	The object of a sentence is involved in the action but does not carry it out. For example, 'I dropped <u>my cup</u> on the floor'.
Paragraph	A distinct section of a piece of writing, which usually has a single theme. It is indicated by starting a new line or indenting the start of the first sentence.
Parenthesis	See brackets .
Passive voice	A sentence is written in the passive voice when the subject is having something done to it. For example, 'The mouse was chased by the cat'.
Past continuous tense	See past progressive tense .
Past perfect tense	A tense used to describe actions that were completed by a certain time in the past. For example, 'Yesterday I was late because I <u>had walked</u> to school'.
Past progressive tense	Also known as past continuous tense, a form of the past tense where something goes on for a period of time in the past – for example, 'I was walking in the park'. Usually formed by adding the suffix '-ing' to a verb.
Past tense	Any one of a set of verb tenses which describe action that took place in the past. See also progressive tense , past perfect tense .
Phonics	A way of teaching reading and writing which focusses on hearing and learning the sounds in words, and how these are written down. Children are taught to blend sounds together to read words and to segment sounds in words they hear, in order to write down the correct GPCs .

Glossary of Terms Used in Spelling, Punctuation and Grammar Teaching in Primary Schools

Phrase	A small group of words that does not contain a verb .
Plural	More than one. Using plurals can affect the nouns and verbs in a sentence .
Phoneme	A sound which makes up all or part of a word. For example, the word 'light' is made up of the phonemes: 'l', 'igh' and 't'.
Personal pronoun	A pronoun which replaces a person, place or thing. For example, 'I', 'you', 'he', 'she', 'we', 'they', 'it', 'me', 'him', 'her', 'us', 'them'.
Possessive apostrophe	An apostrophe used before the letter s to show ownership. For example, 'This is Sally's coat'.
Possessive pronoun	A pronoun which is used to show ownership. Some can be used on their own ('mine', 'yours', 'his', 'hers', 'ours', 'theirs'), whilst others need to be attached to a noun ('my', 'your', 'her', 'our', 'their', 'whose').
Prefix	Letters that go in front of a root word and change its meaning, for example, 'un-' (happy/unhappy), 'dis-' (appear/disappear), 're-' (act/react)
Preposition	A linking word in a sentence, used to show where things are in time or space. For example, 'under', 'after', 'next', 'behind'.
Prepositional phrase	A phrase which contains a preposition . For example, 'under the carpet', 'behind the door', 'after school'.
Present perfect tense	The tense which describes actions that are completed at an unspecified time before this moment. For example, 'I <u>have</u> <u>cycled</u> two miles already.'
Present progressive tense	A tense which describes an action which began in the past and is still going on now. For example, 'I am <u>learning</u> to speak French'.
Present tense	Any one of a set of tenses that describe actions which are happening now. See also present perfect tense and present progressive tense .
Pronoun	Any word which can be used to replace a noun. See personal pronoun , possessive pronoun .
Proper noun	A noun which names a particular person, place or thing. For example, 'John', 'London', 'France', 'Monday', 'December'.
Punctuation mark	A symbol used to create and support meaning within a sentence or within a word, for example full stop , comma , question mark , colon , speech marks .
Relative clause	A relative clause is a type of subordinate clause that adapts, describes or modifies a noun by using a relative pronoun (who, that or which). For example, 'He ate too many cakes, <u>which</u> made him feel ill'.
Relative pronoun	A pronoun used in a relative clause (who, that, which).
Reported speech	See indirect speech .
Root word	A basic word with no prefix or suffix added to it. Adding prefixes and suffixes can change the meaning of a root word.
Question	A type of sentence which asks a question. It either begins with one of the question words (who, what, where, when, how, why) or reverses the (pro)noun/verb order in a statement - for example, 'Sarah is washing the dishes' becomes 'Is Sarah washing the dishes?'

Glossary of Terms Used in Spelling, Punctuation and Grammar

Teaching in Primary Schools

Question mark ?	A punctuation mark which indicates a question and comes at the end of the sentence in place of the full stop .
Second person	A sentence is written in the second person if it is written from the point of view of a person being spoken to – in other words, using the pronoun 'you'.
Semi-colon ;	A punctuation mark used in a sentence to separate major sentence elements. A semicolon can be used between two closely related independent clauses , provided they are not already joined by a coordinating conjunction . For example, 'My car is red; my friend's car is blue'.
Sentence	One word or a group of words that makes sense by itself (a grammatical unit). Begins with a capital letter and ends with a full stop, question mark or exclamation mark . Usually contains a subject and always contains a verb .
Simple sentence	Has a subject and one verb . See also compound sentence and complex sentence .
Singular	Referring to only one. Use of the singular may affect the nouns, pronouns and verbs in a sentence .
Speech marks “ ”	Punctuation marks used to demarcate direct speech in a sentence.
Split digraph	A digraph that is split by a consonant. Usually represent long vowel sounds 'a-e' (for example, 'cake'), 'i-e' (five), 'o-e' (code) and 'u-e' (rule).
Statement	A sentence that conveys a simple piece of information. For example, 'It is a sunny day today'.
Subject	The subject of a sentence is the thing or person carrying out the main action. For example, ' <u>The cow</u> ate the grass'.
Subordinate clause	A clause that cannot stand alone as a complete sentence, but is linked to a main clause using a subordinating conjunction . It does not express a complete thought, and if read on its own it requires additional information. For example, 'I take my dog to the park every day, even though <u>sometimes it is raining</u> '. Subordinate clauses contain a subject noun and a verb.
Subordinating conjunction	A conjunction that connects a main clause to a subordinating clause . Examples include 'because', 'until', 'when', 'as', 'since', 'whereas', 'even though'.
Subordination	The joining of clauses and phrases in a way that links a main clause to a subordinate clause that does not stand alone.
Suffix	A string of letters that go at the end of a root word , changing or adding to its meaning. Suffixes can also show if a word is a noun, verb, adjective or adverb .
Superlative	A form of an adjective used to compare one object to all others in its class. Usually formed by adding the suffix '-est' or the word 'most'. For example, 'Mia ran <u>fastest</u> on Sports Day'. 'I am hungry, you are hungrier than me, but he is the <u>hungriest</u> of all'. See also comparative .
Syllable	A sequence of speech sounds in a word. The number of syllables in a word sounds like the 'beats' in the word, and breaking a word into syllables can help with spelling. One-syllable words include words such as, 'dog', 'cat', 'walk' and 'bath'; two-syllable words include, 'teacher' and 'Christmas'; three-syllable words include, 'beautiful', 'manager'.
Synonym	A word which has exactly or nearly the same meaning as another word.

Glossary of Terms Used in Spelling, Punctuation and Grammar Teaching in Primary Schools

Third person	A sentence is written in the third person if it is written from the point of view of a person being spoken about – in other words, using the pronouns 'he', 'she', 'it' or 'they'.
Time connective	Words or phrases which tell the reader when something is happening. For example, ' <u>After dinner</u> you must do your homework. <u>Then</u> you can read your book'.
Trigraph	A string of three letters which make a single sound, for example 'igh'.
Verb	A word used to describe an action, occurrence or state. An essential part of a sentence .
Vowel	The letters a, e, i, o and u.
Word family	A group of words which may share a common root word or morphology . For example, 'happy', 'unhappy', 'happiness', 'happily', 'unhappiness', 'unhappily'.