English glossary Year 4

Sheet 1

Key terms	Definition
adjectives	words that describe someone or something (nouns or pronouns), for example: ‘a white house’ — ‘white’ is the adjective because it describes the colour of the house; ‘she was happy’ — the adjective ‘happy’ describes someone (‘she’)
adverbs and adverb groups	words and phrases that add meaning to a verb, an adjective or another adverb; they often end in ‘ly’; they add information about: • place — where, for example: at the shops, in the boat • time — when, for example: at 10 o’clock, yesterday, in the morning • manner — how, for example: slowly, with a cry, gently • cause — why, for example: due to the rain, because of her sickness • degree — what, for example: very, almost • with whom — for example: alone, together, by myself
audience	the intended group of readers or listeners that the writer or speaker is addressing
coherent speech	the ability to speak and pronounce words clearly; speaking expressively to enhance the meaning of what you say
cohesive devices	words and phrases that make the text sound connected; pronouns and text connectives are examples of cohesive devices
direct speech	what the character actually says; it appears in the text and uses ‘single’ or “double” quotation marks to show what the character has said; often called dialogue or quoted speech
facts	something known to have happened; a truth known by actual experience
indirect speech	reporting what is said rather than the words that were actually said; newspapers often use indirect speech; also called reported speech
language features	the features of language that support meaning (for example: sentence structure, noun group/phrase, vocabulary, punctuation, figurative language) Choices in language features and text structures together define a type of text and shape its meaning. These choices vary according to the purpose of a text, its subject matter, audience and mode or medium of production. AC
metalanguage	vocabulary to describe, analyse and assist discussion of language
nouns	words that represent people, places, ideas and things
noun groups	groups of words that usually consist of a noun, an article (‘the’, ‘a’, ‘an’) and can include one or more adjectives that give more information about the noun, for example: ‘an (article) extremely horrid, old (adjectives) man (noun)’ By using noun groups in the story, an author can include a lot of additional description around a noun; these descriptive words help the reader visualise the characters, events and objects in the story.

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opinion	a personal view or attitude
pace	the ability to speak at an appropriate pace — not too quickly or too slowly; varying your pace to create atmosphere and to indicate the pace of the experiences you are recounting and to build suspense
perspective	a person's point of view
pitch	when you vary your voice during speaking for effect; the highness or lowness of voice; when you change your pitch to indicate mood
point of view	the viewpoint of an author, audience or characters in a text
prepositions	words that tell you where things are in relation to each other, for example: 'like', 'at', 'in', 'of', 'below', 'above', 'near', 'under'
prepositional phrases	groups of words that begin with a preposition linked to a noun, pronoun or noun group, for example: where — 'into the harbour' when — 'in the morning'.
pronouns	words that allow us to talk about nouns without saying them again and again; the author of a text may use words such as 'he', 'she', 'them', 'they', 'it', 'his' or 'her', rather than repeating the noun throughout the text, for example: the author may use 'she' or 'her' rather than repeating the name 'Elizabeth' throughout the text
purpose	the reason a writer or speaker creates a piece of work, for example: to persuade an audience
question–answer relationship (QAR)	an approach to reading and answering questions that helps students realise that they need to consider both the information in the text and information from their own experiences It can also be referred to as 'in the book or in your head'. It involves asking yourself questions and thinking about how to answer, drawing on knowledge of the text and your own knowledge. The strategy shows the relationship between questions and answers and categorises different types and levels of questions. For example: **In the book (literal comprehension)** **Right there** — *Is the answer right there, in the book?* **Think and search** — *Do you need to look at different parts of the text to find the answer? Do you need to think and search?* **In your head (inferential comprehension)** **Author and me** — *Is the answer partly in the book and partly in your head? Do you need some information that the author has told you and some information that you already know?* **On my own** — *Is the answer in your head?* (The question relates to the text, but could be answered without having read it. All the information comes from your background knowledge.)

Key terms	Definition
recount	when you describe past experiences by retelling events in the order in which they happened (chronological order)
reported speech	when another person (sometimes a narrator) states what someone else has said; also called indirect speech
structural features	see text structure
text connectives	words that highlight the development of a text, help hold it together and sequence it so it is easier to understand They may: • sequence ideas, for example: firstly, secondly • add information, for example: in addition, furthermore • show cause and effect, for example: therefore, as a result • introduce ideas, for example: on the other hand, for example • introduce time, for example: once upon a time, one day, next week.
text structure	the ways in which information is organised in different types of texts This includes topic sentences and paragraphs. Different text types can use different text structures, for example: a recipe will have a different structure from that of a story.
tone	the quality of sound; a particular way of sounding; using the voice to express meaning or feeling
verbs	words that describe an action, state, or occurrence; verbs tell us whether an event happened in the past, is happening now or might happen in the future There are different types of verbs, including: • doing (action) verbs, for example: point, shout • feeling verbs, for example: love, wonder • thinking verbs, for example: know, understand • saying verbs, for example: said, cried • relating verbs, for example: is, was Authors use verbs and verb groups to show us what the character is doing, thinking, feeling and how they are saying things.
verb groups	groups of words built around a main verb that represents the process (action, saying, feeling, thinking) The main verb can be easily identified because it is the last verb in the group. For example: There has been a lot of rain recently. He should have known what time to arrive.
volume	loudness or softness of sound, for example: shouting, whispering