Whole School Substantive Literacy Knowledge

Early Years			
Term	**Definition**	**Term**	**Definition**
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'.	**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.
Full stop	A punctuation mark used to demarcate the end of a statement or command.	**Phoneme (Fred Sound) - 'Fred it!'**	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'.
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	**Grapheme (Special Friends)**	A letter or string of letters that represents a spoken sound
Digraph **(two special friends = one sound)**	A sound represented by two letters – for example 'ee' or 'th'.	**Trigraph** **(three special friends = one sound)**	A string of three letters which make a single sound, for example 'igh'.
Punctuation mark	A symbol used to create and support meaning within a sentence or within a word, for example full stop, comma, question mark		

Year 1			
• **Continued exposure and development of previously taught substantive knowledge**			
Term	**Definition**	**Term**	**Definition**
Adjective	A word which describes a noun, e.g. shiny, fragrant.	**Adverb**	A word which describes how a verb action is being carried out, e.g. noisily, very.
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!'	**GPC**	Stands for grapheme-phoneme correspondence, and refers to the way that sounds heard in words are written down
Noun	A naming word for things, animals, people, places and feelings. Can be common, proper, concrete, abstract or collective	**Plural**	More than one. Using plurals can affect the nouns and verbs in a sentence
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	**Question mark ?**	A punctuation mark which indicates a question and comes at the end of the sentence in place of the full stop.
Singular	Referring to only one. Use of the singular may affect the nouns, pronouns and verbs 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)
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.	**Verb**	A word used to describe an action, occurrence or state. An essential part of a sentence.
Past tense	Any one of a set of verb tenses which describe action that took place in the past.	**Present tense**	Any one of a set of tenses that describe actions which are happening now.

Consonant	Any letter of the alphabet other than the vowels (a, e, i, o, u)	**Vowel**	The letters a, e, i, o and u.
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'		

Year 2			
• **Continued exposure and development of previously taught substantive knowledge**			
Term	**Definition**	**Term**	**Definition**
Apostrophe '	A punctuation mark used to show possession or to represent missing letters in a contracted form. See also possessive apostrophe	**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.
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, 'Eat your dinner. Next add 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.
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.	**Compound sentence**	Formed by joining two main clauses with a co-ordinating conjunction. 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'	**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.
Contracted word	Short words made by putting two words together and omitting some letters, which are replaced by an apostrophe. For example, 'did not' is	**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'

	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).	**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!
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'.	**Grammar**	The rules that cover spoken and written language.
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').	**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'
Possessive apostrophe	An apostrophe used before the letter s to show ownership. For example, 'This is Sally's coat'	**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.
Present progressive tense	A tense which describes an action which began in the past and is still going on now. For example, 'I am learning to speak French'	**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?'
Statement	A sentence that conveys a simple piece of information. For example, 'It is a sunny day today'.	**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.	**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 fastest on Sports Day'. 'I am hungry, you are hungrier than me, but he is the hungriest 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	**Time conjunction**	Words or phrases which tell the reader when something is happening. For example, 'After dinner you must do your homework. Then you can read your book'

Year 3			
• **Continued exposure and development of previously taught substantive knowledge**			
Term	**Definition**	**Term**	**Definition**
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'.	**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'
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	**Proper noun**	A noun which names a particular person, place or thing. For example, 'John', 'London', 'France', 'Monday', 'December'.
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'.	**Pronoun**	Any word which can be used to replace a noun. See personal pronoun, possessive pronoun
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').	**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).
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.	**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	**Paragraph**	A distinct section of a piece of writing, which usually has a single

	action of the sentence. It stands alone without any additional clauses. For example, 'Even though the weather is bad, I will still go for a walk'		theme. It is indicated by starting a new line or indenting the start of the first sentence.
Preposition	A linking word in a sentence, used to show where things are in time or space. For example, 'under', 'after', 'next', 'behind'.	**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	**Simple sentence**	Has a subject and one verb. See also compound sentence and complex Sentence.
Subject	The subject of a sentence is the thing or person carrying out the main action. For example, 'The cow ate the grass'.	**Word family**	A group of words which may share a common root word or morphology. For example, 'happy', 'unhappy', 'happiness', 'happily', 'unhappiness', 'unhappily'
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 sometimes it is raining'. Subordinate clauses contain a subject noun and a verb.	**Bullet points**	A way of setting information out in a list of points, which may be phrases, words or short sentences.
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 had walked to school'.	**Present perfect tense**	The tense which describes actions that are completed at an unspecified time before this moment. For example, 'I have cycled two miles already.'
Antonym	A word with the opposite meaning to another, e.g. good/bad, wise/foolish, long/ short.	**Synonym**	A word which has exactly or nearly the same meaning as another word.

Year 4			
• **Continued exposure and development of previously taught substantive knowledge**			
Term	**Definition**	**Term**	**Definition**
Abstract noun	A feeling or concept which cannot be touched, such as love, happiness, education.	**Adverbial phrase**	A phrase built around an adverb – for example 'as quickly as possible', 'very rudely'.
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'. See determiner	**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'.
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).	**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'
Imperative verb	A verb that stands alone without a subject noun or pronoun in a command	**Phrase**	A small group of words that does not contain a verb
Prepositional phrase	A phrase which contains a preposition. For example, 'under the carpet', 'behind the door', 'after school'	**Object**	The object of a sentence is involved in the action but does not carry it out. For example, 'I dropped my cup on the floor'
Subject	The subject of a sentence is the thing or person carrying out the main action. For example, 'The cow ate the grass'.		

Year 5			
• **Continued exposure and development of previously taught substantive knowledge**			
Term	**Definition**	**Term**	**Definition**
Adjectival phrase	A phrase built around an adjective – for example 'bright red', frighteningly bad'	**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 man-eating shark'
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'	**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.
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'	**Embedded clause**	A clause used in the middle of another clause. It is usually marked by commas. For example, 'The man, walking along with his dog, whistled a tune to himself'.
Modal verb	A special verb which affects the other verbs in the sentence by showing obligation (e.g. 'You should do your homework'), possibility (e.g. 'I might have pizza for tea'), ability (e.g. 'You can ride a bike now') or permission (e.g. 'You may go out now').	**Parenthesis**	See brackets
Relative clause	A relative clause is a type of subordinate clause that adapts, describes	**Relative pronoun**	A pronoun used in a relative clause (who, that, which)

	or modifies a noun by using a relative pronoun (who, that or which). For example, 'He ate too many cakes, which made him feel ill'		
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'.	**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'

Year 6			
• **Continued exposure and development of previously taught substantive knowledge**			
Term	**Definition**	**Term**	**Definition**
Active voice	A sentence written in the active voice has the subject of the sentence carrying out the main action.	**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'
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 am running', 'he was eating'.	**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)
Ellipsis …	Three dots which are used to show missing words or to create a pause for effect. For example, 'So…tell me what happened'	**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
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	**Past continuous tense**	**See past progressive tense**
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'.	**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'