

# English

Vocabulary  
Punctuation  
& Grammar!

*(includes spelling lists)*

Years 1-6

Teacher's Reference



Object

Tense

Adver

Comm

Synonym

Subjec

Noun

Suffix

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# Year 1

<b>Word Type</b>	<b>Meaning</b>	<b>Example</b>
<b>Letter</b>	– A written mark from the alphabet.	e.g. A-Z
<b>Word</b>	– A sound with a meaning.	e.g. apple
<b>Sentence</b>	– A complete set of words that come together presenting a beginning and an end. Sentences can be statements, questions, commands or exclamations.	e.g. This is an apple.
<b>Capital letter</b>	– A letter of the alphabet used for proper nouns or to start a sentence.	e.g. Look, Abdullah is eating the apple.
<b>Punctuation Marks</b>	– These are essential when writing and show the readers where a sentence starts and ends when used properly.	e.g. Where is the apple? I found the apple! The apple is green.
<b>Full Stop</b>	– A dot at the end of a sentence or abbreviation.	e.g. Mr. Hasan took an apple.
<b>Exclamation Mark</b>	– A mark that is used after a word to express a strong feeling.	e.g. Help! I can't find my apple!
<b>Question Mark</b>	– A mark that is used at the end of a sentence ask a question.	e.g. Have you seen my apple?
<b>Singular</b>	– A word that is used to refer to only one thing or person.	e.g. I found my apple in my bag.
<b>Plural</b>	– A word that is used to refer to more than one thing.	e.g. We are all eating apples today.

<b>Contraction</b>	– A word that is made by shortening and combining two words.	e.g. He'll eat two apples.
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## Spelling List:

I	his	any	here
a	her	old	love
to	Mr	who	push
do	Mrs	eye	pull
of	you	said	full
go	the	says	door
so	she	you	poor
be	one	they	find
he	ask	come	mind
me	put	some	kind
we	are	said	wild
no	was	your	most
by	has	once	both
is	our	were	only
many	half	after	parents
cold	sure	class	behind
gold	even	water	clothes
hold	today	again	people
told	there	grass	pretty
busy	house	plant	father
fast	floor	prove	mother
last	whole	money	because
past	child	sugar	children
pass	climb	could	improve
path	every	would	beautiful
bath	great	should	everybody
hour	break	friend	
move	steak	school	

# Year 2

<b>Word Type</b>	<b>Meaning</b>	<b>Example</b>
<b>Adjective</b>	– A word that describes or modifies a noun or pronoun.	e.g. It was a <b>juicy</b> apple.
<b>Question</b>	– A sentence that requires a reply.	e.g. Did you eat your apple?
<b>Statement</b>	– Something expressed clearly in speech or writing.	e.g. Apples are a very healthy fruit to eat as a snack.
<b>Verb</b>	– A word to express an action including different tense, voice, mood and number.	e.g. Eat, taste, stand, sit, jump.
<b>Adverb</b>	– A word that describes or modifies a verb, adjective or another adverb. It can also be used to modify a complete sentence.	e.g. <b>Eventually</b> , he ate <b>slowly</b> to help his food digest <b>better</b> .
<b>Apostrophe</b>	– A mark used to show where letters or number have been left out.	e.g. I didn't forget what you told me about Abdullah's diet.
<b>Comma</b>	– A mark used to separate parts of a sentence such as words, phrases, a list or a pause in speech.	e.g. After we finished eating, we all sat down to read, write or draw something.
<b>Exclamation</b>	– A sentence that expresses a strong feeling. They begin with 'What' or 'How' and end with an exclamation mark.	e.g. What an amazing book that is!
<b>Command</b>	– An instruction or ordering someone to do something usually beginning with an imperative.	e.g. Leave the room now.



<b>Compound</b>	– When two different words make up one word.	e.g. class + room = classroom
<b>Noun Phrase</b>	– Includes a noun and the modifiers which distinguishes it, including adjectives. 'Girl' is a noun, a noun phrase will give information about the girl.	e.g. That girl in the classroom was wearing red shoes.
<b>Noun</b>	– A word that names a person, place, thing, or condition. A noun may be the subject of a sentence or the object of a verb or preposition.	e.g. <b>Aisha</b> likes to wear red <b>shoes</b> in the <b>classroom</b> .
<b>Proper Noun</b>	– The name of a person or place, requiring a capital letter.	e.g. Give <b>Aisha</b> the book. They all went to <b>London</b> .
<b>Suffix</b>	– Letter or letters added to the end of a word to make a new word with a slightly different meaning.	e.g. Aisha wanted <b>ed</b> to stay in the classroom.
<b>Tense</b>	– The aspect of verbs that shows when an action takes place. Verbs can be past, present or future tense.	e.g. wanted (past tense), wanting (present tense), want (future tense)
<b>Co-ordination</b>	– Co-ordinating conjunctions join two or more main clauses together in a sentence.	e.g. They were going to read together, <b>but</b> they ran out of time.
<b>Subordination</b>	– Subordinating conjunctions add extra information to our sentence but are not as important as the main clause.	e.g. We can read tomorrow, <b>if</b> we find the time.

## Spelling List:

I	his	any	here
a	her	old	love
to	Mr	who	push
do	Mrs	eye	pull
of	you	said	full
go	the	says	door
so	she	you	poor
be	one	they	find
he	ask	come	mind
me	put	some	kind
we	are	said	wild
no	was	your	most
by	has	once	both
is	our	were	only
many	half	after	parents
cold	sure	class	behind
gold	even	water	clothes
hold	today	again	people
told	there	grass	pretty
busy	house	plant	father
fast	floor	prove	mother
last	whole	money	because
past	child	sugar	children
pass	climb	could	improve
path	every	would	beautiful
bath	great	should	everybody
hour	break	friend	
move	steak	school	

# Year 3/4

<b>Word Type</b>	<b>Meaning</b>	<b>Example</b>
<b>Prefix</b>	– Letters added to the beginning of a word to make a new word.	e.g. <b>un</b> wanted, <b>dis</b> agree, <b>im</b> possible.
<b>Speech Marks</b>	– Marks that go around the speaker’s words only to show that someone is speaking.	e.g. “What will you read today?” asked Mr. Hasan.
<b>Direct Speech</b>	– Speech which actually comes out from someone’s mouth like speech bubbles.	
<b>Consonant Letter</b>	– Letter sounds made when you use your teeth, lips and/or tongue.	e.g. the letter ‘b’ comes from the lips. Close your lips quickly then open them quickly. The consonant letters from the alphabet are: B C D F G H J K L M N P Q R S T V W X Y Z
<b>Vowel Letter</b>	– Letter sounds made when you change the shape of your mouth when opened. No need to use the teeth, tongue or lips.	e.g. The following letters are all vowels: A E I O U. Y can also be used to represent a vowel sound.
<b>Clause</b>	– A phrase of two or more words. A verb is used as the key word.	e.g. Aisha read two books <b>because</b> she enjoys reading.
<b>Subordinate Clause</b>	– Added part of a sentence to another clause but not a sentence by itself.	e.g. Aisha went home <b>when she finished reading. When she arrived home</b> , she hugged her mother.
<b>Preposition</b>	– Links a noun or noun phrase to another word. They often mark direction or locations, but can also make time links.	e.g. Put your clothes <b>in</b> the wash. We went <b>to</b> the kitchen to cook. It’s been a while <b>since</b> we ate beef.

<p><b>Conjunction</b></p>	<p>– Links two words, phrases or clauses together as part of a sentence. The two main types of conjunctions. One is when words such as ‘and’, ‘but’ and ‘so’ link two words or phrases which are equally important. The second is when words such as ‘because’, ‘if’ or ‘when’ introduce a subordinate clause.</p>	<p>e.g. I read two books in the classroom <b>and</b> then I read another two books for bedtime. <b>If</b> you like, you can read another book. There’s no class tomorrow <b>because</b> it is a weekend.</p>
<p><b>Word Family</b></p>	<p>– Words related by meaning, grammar or spelling.</p>	<p>e.g. Teach, teacher, teaching.</p>

## Spelling List:

fruit	answer	though	question
build	appear	thought	quarter
earth	arrive	woman	mention
early	breath	women	purpose
guide	caught	various	promise
heart	decide	surprise	probably
guard	eight/eighth	suppose	pressure
group	enough	strange	potatoes
heard	height	special	possible
learn	weight	strength	possess(ion)
often	island	straight	popular
reign	length	separate	position
circle	minute	sentence	perhaps
centre	notice	remember	peculiar
actual(ly)	recent	regular	particular

ordinary	calendar	forward(s)
opposite	century	grammar
occasion(ally)	certain	history
naughty	complete	imagine
natural	consider	increase
medicine	continue	important
material	describe	interest
library	different	
knowledge	difficult	
accident(ally)	disappear	
address	exercise	
believe	experience	
bicycle	experiment	
breathe	extreme	
busy(business)	favourite	

# Year 5

## Spelling List:

bruise	vehicle	conscience	foreign
equip(ped)	yacht	conscious	frequently
forty	achieve	criticise	guarantee
harass	amateur	curiosity	hindrance
leisure	ancient	definite	identity
muscle	apparent	desperate	immediate(ly)
occur	attached	develop	individual
queue	available	dictionary	interfere
rhyme	average	disastrous	interrupt
sincere(ly)	awkward	embarrass	language
suggest	bargain	equipment	necessary
symbol	category	excellent	lightning
system	committee	especially	nuisance
twelfth	community	existence	neighbour
variety	competition	familiar	occupy

persuade	thorough	marvellous
physical	vegetable	mischievous
prejudice	accompany	opportunity
privilege	according	parliament
profession	aggressive	programme
recognise	appreciate	pronunciation
recommend	communicate	sufficient
relevant	controversy	temperature
restaurant	convenience	accommodate
sacrifice	correspond	
secretary	determined	
shoulder	environment	
signature	exaggerate	
stomach	explanation	
soldier	government	



<b>Word Type</b>	<b>Meaning</b>	<b>Example</b>
<b>Parenthesis</b>	– To add extra detail to a sentence which is already grammatically correct. There are use of brackets, dashes or commas to separate the parenthetical information from the main sentence.	e.g. Mr. Hasan (my teacher) enjoys teaching Arabic. Abdullah, who attends my class, is brilliant at Arabic.
<b>Relative Pronoun</b>	– Introduces a relative clause and refers back to a noun or clause that is already known.	e.g. who, which, where, that, when.
<b>Cohesion</b>	– Texts which make logical sense. The reader can see how one part moves to another and how the end links back to the beginning.	e.g. Aisha likes reading. She enjoys reading Arabic books. At bedtime, Aisha reads two Arabic books.
<b>Relative Clause</b>	– A special type of subordinate clause which adds extra information to another noun or clause.	e.g. Aisha, who loves reading books, is very smart. Abdullah ate two apples, which really surprised me.
<b>Ambiguity/Ambiguous</b>	– If a phrase, clause or sentence is ambiguous, the meaning is not clear. Often you can correct this issue by re-ordering the sentence or using more precise punctuation.	e.g. I cuddled my mother reading two books. <i>Was the mother reading the two books?</i> <i>Correction:</i> Reading two books, I cuddled my mother.
<b>Modal Verb</b>	– They change or affect other verbs in a sentence. They are used to show the level of possibility, indicate ability, show obligation or give permission.	e.g. CAN WILL SHALL MUST COULD SHOULD

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# Year 6

<b>Word Type</b>	<b>Meaning</b>	<b>Example</b>
<b>Passive</b>	– When the verb is being done by the object (rather than the subject doing the verb). This turns the object into the passive subject.	e.g. The teacher cleaned the desk: the teacher (subject), cleaned (verb phrase), the desk (object). The desk was cleaned by the teacher: the desk (passive subject), was cleaned (verb phrase), by the teacher (optional agent).
<b>Active</b>	– When the pattern is subject-verb-object. The subject of the verb is more important.	e.g. <b>The teacher</b> cleaned the desk. <b>Abdullah</b> broke the chair.
<b>Subject</b>	– The subject is the person, noun phrase, pronoun or thing which does the verb in a clause.	e.g. <b>Aisha's mother</b> is baking cupcakes for me today. Are <b>you</b> going to the park?
<b>Object</b>	– The object is the person, noun phrase, pronoun or thing which usually comes directly after the verb. It shows what the verb is acting on.	e.g. Aisha's mother is baking cupcakes for <b>me</b> today. Are you going to <b>the park</b> ?
<b>Synonym</b>	– A word or phrase with the same or similar meaning to another. They can be found in the thesaurus.	e.g. small-tiny-little.
<b>Antonym</b>	– Words with opposite meanings.	e.g. small-big.
<b>Homonyms</b>	– Words that sound alike but have different spellings and meanings.	e.g. their-there would-wood be-bee.

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physical	vegetable	mischievous
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privilege	according	parliament
profession	aggressive	programme
recognise	appreciate	pronunciation
recommend	communicate	sufficient
relevant	controversy	temperature
restaurant	convenience	accommodate
sacrifice	correspond	
secretary	determined	
shoulder	environment	
signature	exaggerate	
stomach	explanation	
soldier	government	

