

# **CASTOR CHURCH OF ENGLAND PRIMARY SCHOOL**



## **Glossary of terms used for Spelling, Punctuation and Grammar**

*'We have faith in God, ourselves and everyone around us.'*

## EYFS

<b>book</b> –	A collection of sentences that creates a story or tells you information.
<b>title</b> –	The name of the story, information text or poem.
<b>fiction</b> –	A book that tells the reader an imaginative story.
<b>non-fiction</b> –	A book that tells the reader facts or information.
<b>contents page</b> –	A list at the front of the book, telling the reader the sections of the book and the page number.
<b>index</b> –	Key words in alphabetical order at the back of the book.
<b>author</b> –	The person/people who wrote the book.
<b>illustrator</b> –	The person/people who created pictures for the book.
<b>page</b> –	Written or printed words compiled into sentences.
<b>story</b> –	A piece of work that is made up to entertain the reader.
<b>beginning</b> –	The start of a story, setting the scene and introducing characters.
<b>middle</b> –	The excitement in the story, where a problem or conflict will evolve.
<b>end</b> –	The conclusion of the story.
<b>rhyme</b> –	Words where the end sound is the same. For example; <i>cat, mat.</i>
<b>poem / poetry</b> –	A type of literature, or artistic writing, that attempts to stir a reader's imagination or emotions. The poet does this by carefully choosing and arranging language for its meaning, sound, and rhythm.
<b>character</b> –	Any person, animal, or figure represented in a story.
<b>setting</b> –	Where a story or a scene takes place.
<b>word</b> –	A group of letters put together.

<b>sentence -</b>	A word or group of words that make sense on their own and creates a unit of understanding. A sentence begins with a capital letter and ends with a full stop, question mark or exclamation mark. They usually contain a subject and always contains a verb. For example: 'I am hungry and ready for my dinner.', 'Run!'.
<b>capital letter -</b>	Letters written as upper case letters used to start sentences and proper nouns. For example: 'A, B, C, D... etc', 'A dog called Bingo won the dog show.'
<b>finger space -</b>	A gap to separate two individual words so that they can be read.
<b>full stop -</b>	A punctuation mark used to demarcate the end of a statement or command. For example: 'I am ready for school.'
<b>question mark -</b>	A punctuation mark used to indicate a question. It is used at the end of the sentence in place of the full stop. For example: 'Have you seen my gloves?'
<b>exclamation mark -</b>	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!'
<b>conjunction -</b>	A word that joins two phrases together to extend the sentence. For example; 'and, because'.
<b>imperative verb -</b>	A verb that is used alone without a subject noun or pronoun in a command. It is usually the first word in the command. For example: 'Bring me a cake!'
<b>speech bubble -</b>	A round shape next to the head of a character in a cartoon inside which the character's spoken words are written.
<b>thought bubble -</b>	A rounded or cloud-shaped outline, containing words, representing thoughts of a character in a story.

## Phonics Terminology in Reception

<b>phonics</b> -	A way of teaching children how to read and write. Phonics involves matching the sounds of spoken English with individual letters or groups of letters.
<b>phoneme</b> -	A phoneme is the smallest unit of sound in speech. It can be represented by one letter, two letters or a group of letters such as /m/, /ch/.
<b>grapheme</b> -	A letter or group of letters that represent a spoken sound.
<b>digraph</b> -	A pair of letters representing one sound. For example: 'ee' or 'th'.
<b>trigraph</b> -	A string of three letters which make a single sound. For example: 'igh'.
<b>blending</b> -	Merging the individual phonemes together to pronounce a word. In order to read an unfamiliar word, a child must recognise ('sound out') each grapheme, not each letter (e.g. 'th-i-n' not 't-h-in'), and then merge the phonemes together to make the word. We use blending to be able to read words.
<b>segmenting</b> -	Hearing the individual phonemes within a word - for instance the word 'crash' consists of four phonemes: 'c - r - a - sh'. In order to spell this word, it must be segmented into its component phonemes and a grapheme must be chosen to represent each phoneme. We use segmenting in order to spell words.
<b>vowel</b> -	Any letter of the alphabet that is not a consonant.
<b>consonant</b> -	Any letter of the alphabet that is not a vowel.
<b>adjacent consonant</b> -	Two or more constants next to each other in a word.
<b>split vowel digraph</b> -	Two letters, which work as a pair, split, to represent one sound. For example: a-e as in cake, or i-e as in kite

## Year 1

(as EYFS with focus on...)

<b>letter -</b>	A character representing one or more of the sounds used in speech and writing.
<b>capital letters</b>	Letters written as upper case letters used to start sentences and proper nouns. For example: 'A, B, C, D... etc', A dog called Bingo won the dog show.'
<b>singular -</b>	Referring to only one of something. Use of the singular may affect the nouns, pronouns and verbs in a sentence. See examples for plural.
<b>plural -</b>	More than one of something. Using plurals can affect the nouns and verbs in a sentence and require them to need a different ending to a singular noun. For example: 'caterpillars', 'children', 'lollies'. 'The man runs every morning. The men run every morning.'
<b>sentence -</b>	A word or group of words that make sense on their own and creates a unit of understanding. A sentence begins with a capital letter and ends with a full stop, question mark or exclamation mark. They usually contain a subject and always contains a verb. For example: 'I am hungry and ready for my dinner.', 'Run!'.
<b>punctuation -</b>	A symbol used to create and support meaning within a sentence or within a word. For example: 'full stop', 'comma', 'question mark'.
<b>full stop -</b>	A punctuation mark used to demarcate the end of a statement or command. For example: 'I am ready for school.'
<b>question mark -</b>	A punctuation mark used to indicate a question. It is used at the end of the sentence in place of the full stop. For example: 'Have you seen my gloves?'
<b>exclamation mark -</b>	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!'
<b>joining word -</b>	A phrase used to introduce the idea of co-ordinating conjunctions and connective phrases – terms used in later years. Simple joining words are 'and', 'but' and 'then'.

**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'.

## Year 2

<b>noun -</b>	A naming word for things, animals, people, places and feelings. Can be common, proper, concrete, abstract or collective. For example: <i>table, chair, car, tarantula, Tower of London</i> .
<b>noun phrase -</b>	A small group of words that does not contain a verb. A noun phrase contains a noun plus words to describe it. For example: <i>'the spotty, black dog', 'an incredible machine'</i> .
<b>statement -</b>	A sentence that conveys a simple piece of information. For example: <i>'It is a sunny day today', 'When we reach the station, we will have to rush for the train'</i> .
<b>question -</b>	A type of sentence which asks a question. It either begins with one of the question words ( <i>who, what, where, when, how, why</i> ) or reverses the (pro)noun/verb order in a statement to create the need for an answer. For example: <i>'What is the problem?', 'Is Sarah washing the dishes?'</i>
<b>exclamation -</b>	A sentence which expresses surprise or wonder, and ends with an exclamation mark in place of a full stop. Exclamations begins with the words <i>'how'</i> or <i>'what'</i> and must also contain a verb. For example: <i>'What big eyes you have, Grandma!'</i> or <i>'How cold it is today!'</i>
<b>command -</b>	A type of sentence which instructs or orders an action to take place. Commands contain an imperative verb which does not need a subject. Often a command will begin with the imperative verb or with a time connective. For example: <i>'Eat your dinner', 'Next, add the eggs to the mixture'</i> .
<b>compound sentence -</b>	A type of sentence formed by joining two main clauses with a co-ordinating conjunction. The two clauses can stand on their own as simple sentences. For example: <i>'I like dogs but my friend likes cats', 'We ate lunch and went out to play'</i> .
<b>suffix -</b>	A string of letters added to 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. For example: <i>'beauty / beautiful'</i> – the suffix <i>'ful'</i> changes the noun to an adjective.
<b>adjective -</b>	A word used to describe a noun. For example: <i>'beautiful', 'angry', 'tall'</i> .
<b>adverb -</b>	A word used to describes how a verb action is being carried out. For example: <i>'carefully', 'wisely', 'desperately'</i> .

**verb -**

A word used to describe an action, occurrence or state. A sentence must have a verb for it to be named as a sentence. Verbs can be used in different verb forms. (see verb forms). For example: 'swim', 'reading', 'went'.

**tense (past / present) -**

Tense is also known as the verb form. The tense of a verb indicates the timing of an action as in the past, in the present or in the future.

**apostrophe -**

A punctuation mark used to show possession or to represent missing letters in a contracted form. (See also possessive apostrophe.) For example: 'Jimmy's house', 'don't'.

**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. Commas are used to separate items in a list (In the bag were carrots, bananas, apples and potatoes), to separate clauses (When it rained, we abandoned the cricket match) and introduce direct speech (He shouted out loud, "Who did this?").

**introduction -**

The start of a piece of writing or a story. An introduction can set the scene, introduce characters or action or can indicate the context of a piece of non-fiction writing.

**build-up -**

The build-up of a story follows the introduction. It enables the writer to share information about the characters, setting and action and includes details to keep readers interested in the plot of the story.

**problem -**

The problem within a story follows the build-up. It is the part of the story where an issue occurs that the characters must overcome before a story can be finished.

## Year 3

<b>preposition -</b>	A linking word in a sentence, used to show where things are in time or space. For example, they explain where something is - 'under, after, next, behind' – or when something is happening – 'before, after, during, at eleven o'clock, in March'.
<b>conjunction -</b>	A type of connective that joins clauses. Co-ordinating conjunctions include 'and, but and so'. Subordinating conjunctions include 'because, if and until'. <i>See also co-ordinating conjunction subordinating conjunction.</i>
<b>word family -</b>	A group of words which share a common root word or morphology is known as a word family. For example, 'happy, unhappy, happiness, happily, unhappiness, unhappily'.
<b>prefix -</b>	A group of letters that go in front of a root word and change its meaning. For example, 'un-' (happy/unhappy), 'dis-' (appear/disappear), 're-' (act/react).
<b>clause -</b>	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' clauses. <i>See main and subordinate clause.</i>
<b>subordinate clause -</b>	A clause that cannot stand alone as a complete sentence and is linked to a main clause using a subordinating conjunction. It does not show a complete idea, and if read on its own, needs further 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.
<b>direct speech -</b>	A sentence where the exact words spoken are recorded and shown in inverted commas. For example: "Tidy your room, please," said Mum. Mum's actual words are 'Tidy your room'.
<b>consonant (letter) -</b>	Any letter of the alphabet that is not a vowel.
<b>vowel letter -</b>	Any letter of the alphabet that is not a consonant.
<b>inverted commas -</b>	The correct name for speech marks. Punctuation used to indicate direct speech in a sentence.
<b>paragraph -</b>	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 of the new paragraph.

<b>dialogue -</b>	Speech between two or more characters in a piece of narrative writing.
<b>heading -</b>	A heading is a word, phrase, or sentence at the beginning of a passage of writing that explains what it is about.
<b>subheading -</b>	A word, phrase or sentence within a passage of writing that explains what the subsequent section of writing is about.
<b>prepositional phrase -</b>	A phrase which contains a preposition and the object it refers to and any modifiers (words that modify the noun). For example: 'under the carpet', 'behind the door', 'after school' are prepositional phrases. They often act as adverbs or adjectives. In 'The cat in the middle is the cutest', the prepositional phrase acts as an adjective. In 'To find the person who stole the last cookie, look behind you', the prepositional phrase acts as an adverb. The phrases usually answer the questions how, when or where.

## Year 4

<b>determiner -</b>	A word that introduces a noun and identifies it in detail. This may be a definite ( <i>the</i> ) or indefinite article ( <i>a, an</i> ), a demonstrative ( <i>this, that</i> ), possessive ( <i>your, his, my</i> ), a quantifier ( <i>some, many</i> ) or a number ( <i>six, ten, half</i> ).
<b>pronoun -</b>	Any word which can be used to replace a noun. For example: <i>he, his</i> . See <i>personal pronoun, possessive pronoun</i> .
<b>possessive pronoun -</b>	A pronoun which is used to show ownership. Some can be used on their own ( <i>'mine, yours, his, hers, ours, theirs'</i> ), whilst others need to be attached to a noun ( <i>'my, your, her, our, their, whose'</i> ).
<b>adverbial (phrase) -</b>	A phrase built around an adverb that is used to add detail to a verb. They are used to explain how, where or when something happened. For example: <i>all day long, as fast as he could, under the tree</i> . If the adverbial phrase is used at the beginning of a sentence, it is called a 'fronted adverbial'.
<b>metaphor -</b>	A metaphor compares two things that are not related in order to make an idea being shared by a writer clearer. Words like 'as' and 'like' are not used. For example: <i>'Each blade of grass was a tiny bayonet pointed firmly at our feet.'</i>
<b>imperative verb -</b>	A verb that is used alone without a subject noun or pronoun in a command. It is usually the first word in the command. For example: <i>'Bring me a cake!'</i>
<b>1<sup>st</sup> / 2<sup>nd</sup> / 3<sup>rd</sup> person -</b>	A sentence is written in the first person if it is written from the point of view of the subject. It will use the pronouns <i>'I' or 'we'</i> . A sentence is written in the second person if it is written from the point of view of a person being spoken to. It will use the pronoun <i>'you'</i> . A sentence is written in the third person if it is written from the point of view of a person being spoken about and will use the pronouns <i>'he', 'she', 'it' or 'they'</i> .
<b>common noun -</b>	A common noun is a class of object that does not need a capital letter. It is a general everyday object that is not a specific object. For example: <i>'dog, man, day'</i> .
<b>proper noun -</b>	A noun which names a particular person, place or thing. For example, <i>'John', 'London', 'France', 'Monday', 'December'</i> . When there are two or more parts to a proper noun, all parts must have a capital letter. For example: <i>'Castor CE Primary School, Peterborough Cathedral'</i> .

<b>collective noun -</b>	A noun which describes a group of people, animals or things. For example:, 'a <b>class</b> of children', 'a <b>herd</b> of elephants', 'a <b>pride</b> of lions'.
<b>onomatopoeia -</b>	A word that names a sound and sounds like that sound. For example: ' <b>boom, pop, crack, splat, zoom, whizz, hiss</b> '.
<b>rhetorical question -</b>	A question that is asked to create a dramatic effect or to make a point rather than to get an answer. They are often used in persuasive texts to make a reader consider a point made.
<b>word class -</b>	All words belongs to a word class linked to how it is used in grammar. The main word classes for English are: <b>noun, verb, adjective, adverb, preposition, determiner, pronoun, conjunction</b> . They are sometimes called 'parts of speech'.

## Year 5

### modal verb -

Modal verbs change or affect other verbs in a sentence. They show the level of possibility, indicate ability, show obligation or give permission. The most common modal verbs are: will, would, should, could, may, can, shall, ought to, must, might.

Modal verbs can be used when we want to show how likely something is to happen. For example: *I might have a pizza for tea. You shall have a surprise for your birthday.*

Modal verbs can be used when we want to show a skill or someone's ability to do something. For example: *I can pirouette. She ought to help you tidy up.*

Modal verbs are used to give or ask for permission for an activity. For example: *You may have a friend round for tea. Could I go to the toilet, please?*

### relative pronoun -

A pronoun used to create a relative clause (who, that, which). *See relative clause*

### 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). The information in the clause adds detail about the noun to the sentence so therefore the detail must be related to the noun. *For example, 'He ate too many cakes which made him feel ill'.* A relative clause can also be embedded within a sentence. For example, *'The young girl, who was only eight years old, won the freestyle swimming race.'*

### parenthesis -

*See brackets.*

### bracket -

A punctuation mark used to set a non-essential section of a sentence apart. Also known as parenthesis. For example, *'My friend Chloë (who is three months older than me) is coming to my house tonight.'*

### dash -

Used in a similar way to brackets or parentheses to set information apart in a sentence. Often used in less formal writing. For example, *'My three friends – Jack, Sam and Callum – are coming to my house for tea.'* Also used instead of a comma to separate a clause at the end of a sentence. *For example: 'After a moment of consideration, the dog ran after the ball—or, rather, bounded after it.'*

<b>cohesion -</b>	A sentence will have cohesion if all its parts fit together. The verb tenses, use of pronouns and determiners refer correctly to the nouns used. Time connectives and conjunctions may also be used to help the parts of the sentence link together. For example: 'The black labrador ran into the road and nearly caused a car to crash as it turned into the road. The driver had to slam on his brakes to avoid a certain accident.'
<b>ambiguity -</b>	A sentence contains ambiguity if it could be read with more than one meaning. Hyphens can be used to avoid ambiguity; for example, the sentence 'Jaws is about a man eating shark' could be ambiguous, but using a hyphen make the intended meaning clear: 'Jaws is about a man-eating shark.'
<b>formal language -</b>	Language that is used when the audience or purpose for writing has a high level of importance. For example, a letter to the Queen or a letter of complaint to a restaurant after poor service will require formal language. Contractions, slang and dialectic words should not be used.
<b>informal language -</b>	Language used when speaking to friend or writing where the situation has low level of importance. Letters to friends, diary entries and speech within stories are likely to include informal language.
<b>hyperbole -</b>	Exaggeration that is used for effect. For example: 'I am so hungry I could eat a horse.'
<b>literal language-</b>	Taking words or their meaning in the most basic of sense. For example: 'know the ropes' in a literal sense means to know about ropes but in a figurative sense means to know a lot about how to do something.
<b>figurative language -</b>	Figurative language suggests something about an idea rather than saying it explicitly and simply. Similes (Her eyes sparkled like diamonds.), metaphors (You are the light of my life.), onomatopoeia (pop, crack, splat), personification (The wind whistled through the trees) and hyperbole (I am so hungry I could eat a horse.) are all examples of this type of language.
<b>modifiers -</b>	A word or phrase that makes the meaning of another word clearer. For example: 'primary-school teacher' - teacher is modified by primary school (to mean a specific kind of teacher) and school is modified by primary (to mean a specific kind of school).
<b>abstract noun -</b>	A feeling or concept which cannot be touched, such as love, happiness, education.

**concrete noun** -

Something you can touch. For example, 'bed', 'pencil', 'cat'. Concrete nouns can be common nouns or proper nouns. For example, 'table, Blackpool Tower'.

**verb form** -

The verb form refers to the tense and form of the tense of a verb. Often it is said that there are twelve different verb forms: simple present, present progressive / continuous, present perfect progressive, simple past, past progressive / continuous, past perfect, past perfect progressive, simple future, future progressive / continuous, future perfect, future perfect progressive.

**fact** -

Something that is known or has been proved to be true.

**opinion** -

A thought or belief about something. Something that is not proven.

## Year 6

<b>subject -</b>	The subject of a sentence is the thing or person carrying out the main action. For example, 'The cow ate the grass'.
<b>object -</b>	The object of a sentence is involved in the action but does not carry it out. It has the action done to it. For example, 'I dropped my cup on the floor'.
<b>active voice -</b>	A sentence written in the active voice has the subject of the sentence carrying out the main action. For example, 'The man closed the door.' The man is carrying out the action of closing the door and is the subject therefore, the sentence is active. A quick way to think about the active voice is to see if the subject is written before the main verb in the sentence. If it is, the sentence is using the active voice.
<b>passive voice -</b>	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'. The mouse is having the action done to it and is the object, therefore the sentence is passive. A quick way to think about the passive voice is to see if the object is written before the main verb. If it is, the sentence is using the passive voice.
<b>synonym -</b>	A word which has exactly or nearly the same meaning as another word.
<b>antonym -</b>	A word with the opposite meaning to another, e.g. good is the antonym of bad, wise is the antonym of foolish, long is the antonym of short.
<b>ellipsis (...)</b> -	Three dots which are used to show missing words or to create a pause for effect. For example, 'So...tell me what happened'.
<b>hyphen -</b>	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.
<b>colon -</b>	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'.
<b>semi-colon -</b>	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'.

<b>bullet points -</b>	A way of setting information out in a list of points, which may be phrases, words or short sentences.
<b>fluent / fluency -</b>	The ability to decode and read words accurately, at an appropriate pace and with expression whilst also understanding what is being read. In writing, fluency indicates a natural flow and rhythm. Choices of vocabulary, word patterns and sentence structure support this.
<b>personification -</b>	<p>Personification gives an object human characteristics such as emotions, sensations, speech or physical movements</p> <p><i>The cruel waves crashed mercilessly and swallowed the poor swimmer.</i></p> <p>The waves are described as having the human characteristics of being 'cruel' and 'merciless'. The waves are also given a human physical process, swallowing, when waves cannot literally swallow something.</p>
<b>cohesion -</b>	<p>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.</p> <p>In the example below, there are repeated references to the same thing (shown by the different style pairings), and the logical relations, such as time and cause, between different parts are clear.</p> <p><i>A visit has been arranged for Year 6, to the Mountain Peaks Field Study Centre, leaving school at 9.30am. This is an overnight visit. The centre has beautiful grounds and a nature trail. During the afternoon, the children will follow the trail</i></p>
<b>stressed and unstressed syllables -</b>	<p>A syllable is stressed if it is pronounced more forcefully than the syllables next to it. If it is not pronounced more forcefully, it is unstressed.</p> <p><i>EM-pha-size (EM is stressed, other parts of words are not stressed).</i></p>
<b>subjunctive (mood) -</b>	<p>The subjunctive is a verb form used to express things that could or should happen.</p> <p><i>The school requires that all pupils be honest.</i></p> <p><i>The school rules demand that pupils not enter the gym at lunchtime.</i></p> <p><i>If Zoë were the class president, things would be much better.</i></p>
<b>superlative -</b>	<p>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'.</p> <p>For example, '<i>Mia ran fastest on Sports Day</i>'. '<i>I am hungry, you are hungrier than me, but he is the hungriest of all</i>'. See also comparative.</p>
<b>past progressive verb -</b>	See progressive verb form.

## perfect verb form -

Perfect verb forms such as the present perfect, past perfect and future perfect are usually used to share actions that are completed by the present or a particular point in the past or future.

The present perfect tense is used to share an experiences in a way that does not refer to when they happened *e.g. I have never been abroad.* This tense is also used to share an action which started in the past and is continuous up until now. *e.g. I have been a doctor for ten years.* Another use is it to share something that has happened in the past but has a result in the present. *e.g. I have lost my passport.* (The result in the present is that I don't have my passport). It uses the present tense of the verb 'to have' and the past participle (verb +ed / irregular past tense verb form i.e. brought) of the verb.

*I have laughed so much.*

*We have brought our costumes with us.*

The past perfect is used to share an event that was completed in the past before something else happened. It uses the past tense of the verb 'to have' with the past participle (verb +ed / irregular past tense verb form i.e. brought) of the verb.

*I had just eaten lunch when my guests arrived.*

*I didn't want to attend the concert match as I had already seen the band before.*

## progressive verb form - Also known as the continuous verb form.

The present progressive / continuous tense is used to describe an action that is happening at the moment of speaking. It uses the present tense of the verb 'to be' with the present participle (verb + 'ing') of a verb.

*I am thinking of a number.*

*We are waiting for a taxi to take us to the airport.*

The past progressive / continuous tense is used for a continuous action in the past. It uses the past tense of the verb 'to be' with the present participle (verb + ing) of a verb.

*I was thinking of a number.*

*We were waiting for a taxi to take us to the airport.*

## subordinating conjunction -

A conjunction that connects a main clause to a subordinating clause. Examples include 'because', 'until', 'when', 'as', 'since', 'whereas', 'even though'

*Until you have tidied your bedroom, you cannot have an ice cream.*

## co-ordinating conjunction -

A conjunction which joins two main clauses to create a compound sentence (for, and, nor, but, or, yet, so).

*We love swimming in the lake but hate swimming in the sea.*