

Year 1  
Grammar  
Terminology

clause



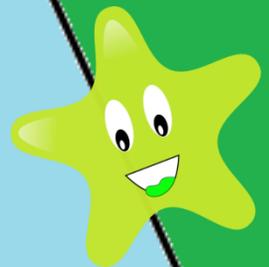
conjunction

verb



vowel

pronoun



consonant

question



exclamation

noun



prefix

adjective

proper  
noun

Spelling rule	What does it mean?
 <p>k or c?</p>	<p>The letter 'k' is used instead of 'c' before 'i', 'e', and 'y'</p> <p>kit, kept, sky</p>
 <p>ending in 've'</p>	<p>In year 1, your child will be taught that most words ending with 'v' are followed by a silent 'e'</p> <p>have, live</p>
 <p>adding '-ing', '-er' and '-ed' to verbs</p>	<p>If the verb ends in two consonants, then simply add the endings listed. Fresh → fresher Quick → <b>quickest</b> Walk → <b>walked</b></p>
 <p>adding '-un' to words</p>	<p>The prefix 'un' is added to the beginning of words to change its meaning and gives the meaning of 'not'</p> <p>unkind unhelpful unwrap unfair</p>
<p>compound words</p>	<p>These are two words joined together to form a new word.</p> <p>black + berry = <b>blackberry</b> Bed + room = <b>bedroom</b></p>
 <p>common exception words</p>	<p>There are a number of words which are exceptions to the phonics rules that have been taught so far.</p> <p>the, today, said, says, were, your, they, where, love, come, ask, friend, and house, etc</p>



## Year 1 Grammar Glossary.

Grammar Term	What does it mean?
 Adjective	A word that describes or modifies a noun or pronoun. * It was a <u>hard</u> test. * The <u>handsome</u> prince married the <u>beautiful</u> princess.
 Clause	A <u>clause</u> is a phrase of two or more words. The key word is the <u>verb</u> . * I was <u>walking</u> . * I <u>rode</u> my bike because it was <u>raining</u> .
 Conjunction (and)	A <u>conjunction</u> links two words, phrases or clauses together as part of a sentence. * I went to the park <u>and</u> afterwards I went to the shop.
 Consonant Letter	<u>Consonant</u> letters are those that you use your teeth, lips and/or tongue to change how the air comes through your mouth when making the letter sound. The sound <u>/b/</u> is made by closing your lips and opening them again quickly. The sound <u>/t/</u> is made by pressing your tongue behind your teeth.
 Exclamation	A single word or phrase that is said when a person has strong feelings. “Wow!” “Oh dear!”

Grammar Term	What does it mean?
Noun	A word that names a <b>person</b> , <b>place</b> , <b>thing</b> or <b>condition</b> . * <u>Gemma</u> likes to eat <u>popcorn</u> at the <u>cinema</u> .

Prefix (Year 1 – ‘un’)	The <b>prefix</b> ‘un’ is added to the beginning of words to change its meaning and gives the meaning of ‘not’ * <u>unkind</u> * <u>unhelpful</u> * <u>unwrap</u> * <u>Unfair</u>
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Pronoun	A <b>pronoun</b> is used in place of a noun or nouns. * <u>I</u> went to bed. * <u>He</u> went to bed.
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Proper Noun	A name used for an <b>individual person</b> , <b>place</b> or <b>organisation</b> . * <u>Rome</u> was not built in a day.
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Question	A sentence that asks for a reply. Did you take my apple? What did you get for your birthday?
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Grammar Term	What does it mean?
 <p>Suffix (Year 1 -s or -es)</p>	<p>Generally, the following rules apply:</p> <p>Words ending in 'y', you remove the 'y' and add 'ies' * Sky → Skies</p> <p>Words ending in -ch, -s, -sh, -x, or -z you add -es * Wash → washes * Box → boxes * Match → matches * Glass → glasses</p> <p>Words ending in '-f' or '-fe', you remove and add '-ves' * Roof → roofs * Proof → proofs * Chief → chiefs</p> <p>(* some exceptions apply)</p>

 <p>Verb</p>	<p>An action word. <b>Verbs</b> usually have different forms to express tense, voice, mood and number.</p> <p>I <b>read</b> that book yesterday in the library. The wind <b>blew</b> the leaves. The car <b>drives</b> past me on my way to work.</p>
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 <p>Vowel Letter</p>	<p>A vowel letter is made just by changing the shape of your open mouth.</p> <p><b>a, e, i, o, u.</b></p>
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Year 2  
Grammar  
Terminology

clause



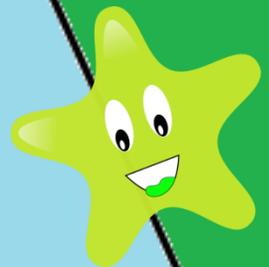
conjunction

verb



vowel

pronoun



consonant

homophone



exclamation

noun



prefix

adjective

proper  
noun

Spelling rule	What does it mean?
<p><b>Adding '-ing', '-er', '-est' and '-ed'</b></p>	<p>If the word ends in 'y' (with a consonant before it), such as 'carry', we change the 'y' for a 'i' then add the ending, e.g carried, carrier or happiest. The exception is with '-ing' as we keep the 'y' and do not change it to 'i'. Exceptions to this rule include taxiing and skiing.</p> <p>Adding suffixes to words ending in 'e' (with a consonant before it) means that we must remove the 'e' and add the chosen ending, e.g take – taking and pose – posed. An exception to this rule is the word 'being'.</p> <p>If adding the endings listed to one syllable words ending in a consonant but preceded by a vowel, we must double the last consonant first, e.g pat – patting and hum – hummed. An exception to this rule is that the letter 'x' must never be doubled, e.g mix – mixing (no double x).</p>
<p><b>Adding '-s' to words ending in '-ey'</b></p>	<p>To turn any word ending in 'ey' into its plural form, just add 's', for example, valley – valleys.</p>
<p><b>Contractions (shortened forms)</b></p>	<p>These are words such as we'll, they've and haven't which contain an apostrophe. The apostrophe stands in for missing letters, for example, we'll is the shortened form of 'we will', missing out the second 'w' and 'i' and replacing with the apostrophe. A very common error is putting in an apostrophe where it isn't needed. e.g using it's to indicate something belongs to 'it' when in fact it means it is or it has.</p>



Spelling rule	What does it mean?
 <p>ge' or 'dge'?</p>	<p>Children will work on learning spellings of words ending in 'ge' and 'dge', e.g edge, lodge and breakage. We use 'dge' after a short vowel sound but 'ge' after any other sound.</p>
 <p>'s' or 'c'?</p>	<p>A 'c' is used before letters y, i or e, in words  Cell and fancy.</p>
 <p>kn / gn / wr</p>	<p>In year 2, children may work on words ending in 'le', such as little or stable, understanding that '-el' is less common but used after the following letters: w, v, r, n, m and s, e.g travel, fennel and trowel.</p>
 <p>Words ending in 'y'</p>	<p>To prevent children from misspelling the ending with an 'i', children may be taught that 'y' is the most common ending for this sound, e.g reply and fly.</p>
 <p>Adding '-es'</p>	<p>When adding '-es' to verbs and nouns ending in '-y', children may be taught that the 'y' becomes an 'i' before the '-es' is added, e.g hurry – hurries and berry – berries.</p>
 <p>The possessive apostrophe</p>	<p>When saying something belongs to someone else we add an apostrophe to show belonging. e.g the teacher's apple or the cat's toy.</p>

Grammar Term	What does it mean?
 <p>Adjective</p>	<p>A word that describes or modifies a noun or pronoun.</p> <ul style="list-style-type: none"> <li>* It was a <u>hard</u> test.</li> <li>* The <u>handsome</u> prince married the <u>beautiful</u> princess.</li> </ul>
 <p>Adverb</p>	<p>Adverbs give extra meaning to a verb, an adjective or a whole sentence.</p> <ul style="list-style-type: none"> <li>• I <u>really</u> enjoyed the party.</li> <li>• She was walking <u>slowly</u>.</li> </ul>
 <p>Clause</p>	<p>A <u>clause</u> is a phrase of two or more words. The key word is the <u>verb</u>.</p> <ul style="list-style-type: none"> <li>* I was <u>walking</u>.</li> <li>* I <u>rode</u> my bike because it was <u>raining</u>.</li> </ul>
 <p>Conjunction (when, if, because, although)</p>	<p>A <u>conjunction</u> links two words, phrases or clauses together as part of a sentence.</p> <ul style="list-style-type: none"> <li>* Everyone watches <u>when</u> Kyle does back-flips.</li> <li>* Joe can't practise kicking <u>because</u> he's injured</li> <li>* You can't go outside <u>if</u> it's raining</li> <li>* Rebecca was feeling happy <u>although</u> she had a temperature.</li> </ul>
 <p>Homophone</p>	<p>Two different words are <u>homophones</u> if they sound exactly the same when pronounced.</p> <ul style="list-style-type: none"> <li>* Has he <u>left</u> yet? Yes – he went through the door on the <u>left</u>.</li> </ul>



## Year 2 Grammar Glossary.



Grammar Term	What does it mean?
Noun phrase	A <b>noun phrase</b> is a phrase built around a noun. The <u>little, dark-haired</u> girl was happy.



Prefix	A <b>prefix</b> is a group of letters we can add to the beginning of the word in order to change it to another word. *See Year 2 Spelling Guidance for prefixes introduced in Year 2
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Suffix	A <b>suffix</b> is a group of letters added to the end of a word to change its grammatical use. * See Spelling rules guidance for specific guidance on suffixes used in Year 2.
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Present tense	Writing which expresses events happening <b>now</b> . * Joyce is <u>skipping</u> and singing a song. * Rosie <u>looks</u> confused
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Past tense	Writing which expresses events that have already occurred. * Joyce <u>skipped</u> along and sang a song. * Rosie <u>looked</u> confused.
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Vowel  
letter



Clause



Word  
Family

Prefix

Year 3  
Grammar  
Terminology

Conjunction



Preposition



Direct  
Speech

Consonant  
Letter





## Year 3 Spelling Guidance.

Spelling rule	What does it mean?
Suffix -ation	This is added to verbs to form nouns. If a word ends in -e you drop the e before adding -ation. Inform – information, Adore – adoration, Sense – sensation, Prepare - preparation

Suffix -ly	This is added to an adjective to form an adverb. In most cases you can just add -ly to root words. If a root word ends in -y with a consonant before you change the -y to an i but only words with more than one syllable. If a root word ends in -le you change this to -ly. If a root word ends in -ic you add ally rather than -ly. Sad - sadly
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Suffix -ous	This is added to the end of a root word. When a root word ends in an -e this is dropped before adding -ous. If a word ends in -our this changes to -or before adding -ous. If there is an /i/ sound before the -ous, it is usually spelt with an i but sometimes with an e. Fame - famous
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Ending -tion	This is used for root words ending in -t or -te. <b>Invent – invention</b> <b>Act - action</b>
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Spelling rule	What does it mean?
-ssion	This is used for root words ending in -ss or -mit. Express – expression Discuss – discussion Confess - confession

-sion	This is used for root words ending in -d or -se. Extend – extension Tense - tension
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-cian	This is used for root words ending in -c or -cs. Electric – electrician Music - musician
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Endings that sound like 'shun'	If the end of a word sounds like shun it is spelt as -sion, Division Invasion Confusion
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Endings -ure, -ture and -er	Measure, treasure, nature, picture Root words that end in tch you will add -er. Teacher, catcher
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Endings-gue and -que	If a word ends in the /g/ sound, this is spelt -gue. Tongue, league If a word ends in the /k/ sound, this is spelt -que. Antique, unique.
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Grammar Term	What does it mean?
 <p>Adverbs</p>	<p>These can be used to express time, place and cause.</p> <p>They are added to a verb or clause to add information.</p> <p>I went to the park <u>yesterday</u></p> <p><u>Next</u>, I will close my book.</p>
 <p>Clause</p>	<p>A clause is a phrase of two or more words. The key word is the <b>verb</b>.</p> <p>I was <b>walking</b>.</p> <p>I <b>rode</b> my bike because it was <b>raining</b>.</p>
 <p>Conjunction</p>	<p>A <b>conjunction</b> links two words, phrases or clauses together as part of a sentence.</p> <p><b>When, before, after, while, so</b> and <b>because</b>.</p> <p>I rode my bike <b>because</b> it was raining.</p>
 <p>Consonant Letter</p>	<p><b>Consonant</b> letters are those that you use your teeth, lips and/or tongue to change how the air comes through your mouth when making the letter sound.</p> <p>The sound <b>/b/</b> is made by closing your lips and opening them again quickly.</p> <p>The sound <b>/t/</b> is made by pressing your tongue behind your teeth.</p>
 <p>Direct Speech</p>	<p><b>Direct speech</b> is the words which are spoken directly, the words that come out of a person's mouth.</p> <p><b>Speech bubbles</b> in a cartoon</p>



## Year 3 Grammar Glossary.

Grammar Term	What does it mean?
 Inverted commas	<b>Inverted commas</b> are used for <b>speech marks</b> to show what has been spoken. They only go around what is spoken and not who is speaking. “Good morning” said the teacher.
 Paragraphs	A paragraph is a section of text all on the same theme or topic. A new topic/theme will mean a new paragraph.
 Prefix	A <b>prefix</b> is something that is added to the start of a word to turn it into a different word.  Take – <b>overtake</b>  mobile – <b>auto</b> mobile
 Preposition	A <b>preposition</b> is used to link a noun or noun phrase to another word, often to mark direction or location and sometimes time.  Please put your pencils <b>in</b> the box. I have not walked home <b>since</b> yesterday. We went <b>on</b> holiday.
 Vowel Letter	A vowel letter is made just by changing the shape of your open mouth. <b>a, e, i, o, u.</b>

Relative  
Clauses



Determiner

Pronoun

Year 4  
Grammar  
Terminology

Possessive  
Pronoun

Adverbial

Conjunction

Direct Speech

Ambiguity



Spelling rule	What does it mean?
/i/ sound spelt y	These words should be learnt as needed. Myth, gym, Egypt, pyramid, mystery

/u/ sound spelt ou	These words should be learnt as needed. Young, touch, double, trouble, country
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Prefix -il	Before a root word beginning with l, in- becomes il. Illegal, illegible
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Prefix -in	This prefix can mean both 'not' and 'in'/'into' Active – inactive Correct – incorrect
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Prefix -im	Before a root word starting with m or p, in- becomes im- immature, impossible
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Prefix -ir	Before a root word starting with r, in- becomes ir- . Irregular, irresponsible
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## Year 4 Spelling Guidance.

Spelling rule	What does it mean?
Prefix -re	This prefix means 'again' or 'back'. Redo, refresh



Prefix -sub	This prefix means 'under'. Submarine, subheading
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Prefix -inter	This prefix means 'between' or 'among'. Interact, international
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Prefix : Super	This prefix means 'above'. Superman, supermarket
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Prefix : Anti -	This prefix means 'against'. Anticlockwise, antiseptic
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Prefix: Auto -	This prefix means 'self' or 'own'. Automobile, autobiography
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Spelling rule	What does it mean?
/k/ spelt ch	Where words have the /k/ sound but spelt ch. Scheme, chorus, chemist



/sh/ spelt ch	Where words have the /sh/ sound but spelt ch. Chef, machine
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/s/ spelt sc	Where words have the /s/ sound but spelt sc. Science, scene
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/ay/ spelt eigh	Where words have the /ay/ sound but spelt eigh. Weight, eight
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Possessive apostrophes with plural words	The apostrophe is placed after the plural form of the word; -s is not added if the plural already ends in -s, but is added if the plural does not end in -s. girls' mice's
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Homophones and near homophones	Homophones are words which are pronounced the same as another word but differ in meaning and may differ in spelling. Accept/except, affect/effect
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Grammar Term	What does it mean?
 <p>Adverbials</p>	<p><b>Adverbials</b> are words or phrases that are used to add information to a verb or clause.</p> <p>She ran like a <b>cheetah</b>.</p> <p>Please put your pencils <b>over there</b>.</p> <p>I watched a <b>film last night</b>.</p>
 <p>Apostrophes</p>	<p><b>Apostrophes</b> are used to show possession. They show who something belongs to.</p> <p>The <b>girl's</b> jumper. - The jumper belongs to the girl.</p> <p>The <b>girls'</b> names - The names of girls</p>
 <p>Determiner</p>	<p><b>Determiners</b> are words which tell us which noun we mean. They come before adjectives or descriptive phrases.</p> <p><b>a, an</b> and <b>the</b> are common determiners. <b>The</b> girl goes to school.</p> <p>I ate <b>an</b> orange.</p>
 <p>Fronted Adverbials</p>	<p><b>Fronted adverbials</b> are when you put an adverb or adverbial phrase at the start of a sentence, it is followed by a comma.</p> <p><b>Yesterday</b>, I walked to school. <b>Quietly</b>, I whispered to my friend. <b>Over there</b>, I found a coin.</p>
 <p>Pronoun</p>	<p>A <b>pronoun</b> (I, me, he, she, herself, you, it, that, they, each, few, many, who, whoever, whose, someone, everybody, etc.) is a word that takes the place of a noun.</p> <p>In the sentence Joe saw Jill, and <b>he</b> waved at <b>her</b>, the <b>pronouns he and her</b> take the place of Joe and Jill, respectively.</p>

Relative  
Clauses



Dash

Modal  
Verb

Ambiguity



Year 5  
Grammar  
Terminology

Relative  
Pronoun



Parenthesis



Cohesion

Brackets





Spelling rule	What does it mean?
<p><b>'cial' or 'tial'</b></p>	<p>Other spelling patterns such as 'cial and 'tial may may be introduced.                      Endings which sound like (el)/ <b>cial</b> is common after a vowel letter and <b>-tial</b> after a consonant letter, but there are some exceptions.  <u>Examples</u>                      official, special, artificial, partial, confidential, essential  <b>Exceptions:</b> initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province).</p>



<p><b>'cious or -tious'</b></p>	<p>Endings which sound like /sus/ spelt – <b>cious or -tious</b> .                      Children will learn spelling patterns with these endings. If the root word ends in 'ce' then cious is added, e.g Grace-gracious.                      We use 'dge' after a short vowel sound but 'ge' after any other sound.                      At other points within a word, a letter 'g' is used before letters, y,l,or e, such as gem and magic. A 'j' is used before u, o or a, such as join and adjust  <u>Examples</u>                      vicious, precious, conscious, delicious, malicious, suspicious, ambitious, cautious, fictitious, infectious, nutritious</p>
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Spelling rule	What does it mean?
<p><b>Words ending in ‘ant’, ‘ance’, ‘ation’, ‘ancy’, ‘ent’, ‘ence’ and ‘ency’</b></p>	<p>Words ending in –ant, –ance/–ancy, –ent, –ence/–ency      Use <b>–ant</b> and <b>–ance/–ancy</b> if there is a related word with a /æ/ or /eɪ/ sound in the right position; <b>–ation</b> endings are often a clue.</p> <p>Use <b>–ent</b> and <b>–ence/–ency</b> after soft <b>c</b> (/s/ sound), soft <b>g</b> (/dg/ sound) and <b>qu</b>, or if there is a related word with a clear /q/ sound in the right position.</p> <p><u>Examples</u>                      Innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent.</p> <p>There are many words, however, where the above guidance does not help. These words just have to be learnt.    observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial)</p>



## Year 5 Grammar Glossary.

Grammar Term	What does it mean?
Ambiguity / ambiguous	If a phrase, clause or sentence is ambiguous, the meaning is not clear. Often, you can solve this problem by re-ordering the sentence or using more precise punctuation. E.g. I rode my horse wearing red pyjamas. <i>Is it the horse that's wearing the pyjamas or you?</i> Wearing red pyjamas, I rode my horse.
Cohesion	A text which has cohesion fits logically together. The reader can see how one part moves on to another or how the end links back to the beginning. We use <b>cohesive devices</b> , such as connective phrases and determiners, to achieve cohesion.
Modal Verb	Modal verbs add meaning to the main verb. Modal verbs only have a single form, so you don't add -ing or -s to them. Some common modal verbs are: Will, shall, should, can, could and must.
Parenthesis	We use parenthesis to add extra detail to a sentence which is already grammatically correct without it. We can use brackets, dashes or commas to separate the parenthetical information from the main sentence. <ul style="list-style-type: none"><li>• Mrs Boyle (<u>my teacher</u>) works in Year 3.</li><li>• The product of six and four <u>-24-</u> is not a square number.</li><li>• Shelly, <u>who sits next to me,</u> is brilliant at sport.</li></ul>
Relative pronoun	Relative pronoun ( <u>who, which, where, that, when</u> ) introduce a <b>relative clause</b> . They refer back to a noun or clause that we already know.
Relative clause	A relative clause is a special type of subordinate clause which adds extra information to another noun or clause. <ul style="list-style-type: none"><li>• Simon, <u>who is always late for school,</u> is very lazy. [the extra clause tells us more about Simon]</li><li>• All the chocolate pudding was gone by the time I got in to lunch, <u>which really upset me.</u> [this refers to the whole previous clause about the pudding]</li></ul>

Passive



Colon



Synonym

Antonym

Year 6  
Grammar  
Terminology



Ellipsis

Bullet  
Points



Active

Semi-Colon



## Year 6 Grammar Glossary.

Grammar Term	What does it mean?
 Active	When a sentence is in the active voice, the pattern is subject-verb-object. The <u>Subject</u> of the verb is more important. <ul style="list-style-type: none"><li>• <u>James</u> broke the window. <u>The PTA</u> painted the playground.</li></ul>
 Antonym	Antonyms are words with opposite meanings. <ul style="list-style-type: none"><li>• Young – Old</li><li>• Straight – Bendy</li><li>• Full - Empty</li></ul>
 Object	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. <ul style="list-style-type: none"><li>• Wednesday is <u>my favourite day</u>.</li><li>• Sophie's mum is picking <u>me</u> up today.</li></ul>
 Passive	When a sentence is in the passive voice, the pattern is usually object-verb-(subject). The object of the verb is more important. <ul style="list-style-type: none"><li>• <u>The window</u> has been broken.</li><li>• <u>The playground</u> was painted (by the PTA)</li></ul>
 Subject	The subject is the person, noun phrase, pronoun or thing which does the very in a clause. <ul style="list-style-type: none"><li>• <u>Wednesday</u> is my favourite day.</li><li>• Are <u>you</u> coming to the park?</li></ul>
 Synonym	A synonym is a word or phrase with the same or similar meaning to another. You can find synonyms in a thesaurus. <ul style="list-style-type: none"><li>• Talk = speak = mention.</li><li>• Sleep = doze = kip.</li></ul>



Spelling Rule	What Does It Mean
<p><b>Adding suffixes to words ending in 'fer'</b></p>	<p>The rule applies if the suffix begins with vowel letters. The 'r' is doubled if the 'fer' is still stressed when the suffix is added, e.g preferred. The 'r' isn't doubled if the 'fer' isn't stressed anymore e.g reference.</p> <p>referring, referred, referral, preferring, preferred, transferring, transferred                      reference, referee, preference, transference</p>



<p><b>The 'i' before 'e' except after 'c' rule</b></p>	<p>Children are taught how to distinguish between ei and ie. The 'i before e except after c' rule applies to words where the sound spelt by <b>ei</b> is /i:/.  <b>Exceptions:</b> <i>protein, caffeine, seize</i> (and <i>either</i> and <i>neither</i> if pronounced with an initial /i:/ sound).</p> <p>deceive, conceive, receive, perceive, ceiling</p>
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Spelling Rule	What does it mean?
<p><b>able/–ably ible/–ibly –ant and –ance/–ancy ation</b></p>	<p>The <b>–able/–ably</b> endings are far more common than the <b>–ible/–ibly</b> endings. As with <b>–ant</b> and <b>–ance/–ancy</b>, the <b>–able</b> ending is used if there is a related word ending in <b>–ation</b>.</p> <p>If the <b>–able</b> ending is added to a word ending in <b>–ce</b> or <b>–ge</b>, the <b>e</b> after the <b>c</b> or <b>g</b> must be kept as those letters would otherwise have their ‘hard’ sounds (as in <i>cap</i> and <i>gap</i>) before the <b>a</b> of the <b>–able</b> ending.</p> <p>The <b>–able</b> ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in <b>–ation</b>. The first five examples opposite are obvious; in <i>reliable</i>, the complete word <i>rely</i> is heard, but the <b>y</b> changes to <b>i</b> in accordance with the rule.</p> <p>The <b>–ible</b> ending is common if a complete root word can’t be heard before it but it also sometimes occurs when a complete word <i>can</i> be heard (e.g. <i>sensible</i>).</p> <p>adorable/adorably (adoration),  applicable/applicably (application),  considerable/considerably  (consideration), tolerable/tolerably  (toleration)  changeable, noticeable, forcible, legible  dependable, comfortable,  understandable, reasonable, enjoyable,  reliable</p> <p>dependable, comfortable,  understandable, reasonable, enjoyable,  reliable  possible/possibly, horrible/horribly,  terrible/terribly, visible/visibly,  incredible/incredibly, sensible/sensibly</p>