DCIS & NIANS
Glossary

Glossary of Terms for Spelling, Grammar and Punctuation
Child friendly definitions can be found in green and these should be used as stem sentences with the children as a whole school approach for consistency across schools.

Noun/Subject	'the name of a person, place or thing' -common or proper, e.g. woman/Florence Nightingale; city/Edinburgh; dog/Lassie; doll/Barbie. -singular or plural, e.g. man/men; city/cities; dog/dogs (regular plural: add s/es) -collective, e.g. herd, team, army -concrete, e.g. pencil, mountain, snow or abstract, e.g. justice, peace, happiness. A noun phrase is built around a noun, e.g. the lady with the lamp; the capital city of Scotland; an enormous herd of cows in the far meadow; the dog that saved its owner's life.
Verb	'a word which is used with a subject to say what someone or something is doing or has done.' - Verbs have tense, shown by in regular verbs by a change to the word ending, e.g. present tense he plays changes to past tense he played. However, many English verbs are irregular: e.g. present tense he sings, eats, is change to past tense he sang, ate, was.
Adjective	'Describes a noun (Person/thing) or gives extra information about them. Adjectives usually come before nouns.' -adjectives can come before a noun to help form a noun phrase, e.g. the pink fluffy monster -they can also refer back to a noun, after a verb such as 'be' or 'feel' (e.g. The monster was pink. It felt fluffy) -as well as the basic 'positive' form, they can be comparative (pinker, fluffier) or superlative (pinkest, fluffiest) – the -er/-est word-endings are regular inflections.
Determiner	'a word that comes before a noun (or adjective before noun) to show which one, how many, or who's providing more information.' -most noun phrases begin with a determiner, e.g. the lady with the lamp; his oldest friend; this question -the most common determiners are the two articles: the definite article – the; the indefinite article – a/an (a when the word begins with a consonant sound, e.g. a herd, and an when the word begins with a vowel sound, e.g. an enormous herd) -pronouns can act as determiners (e.g. your book, these books), as can numbers (e.g. one book, two books). -Quantifier – some, many, few
Pronoun	'A word that you use to refer to someone or something when you do not need to use a noun.' Often because the person or thing has been introduced earlier.' -personal pronouns can be first, second or third person, and singular (I/you/he, she, it) or plural (we/you/they)

Adverb	'tells us more about (modifies) a verb and describes more about the action.' -many adverbs are formed by adding –ly to an adjective, e.g. slow – slowly; recent – recently; local – locally (but many are not e.g. well, yesterday, everywhere) -adverbs can modify verbs (e.g. He moved swiftly), adjectives (e.g. She was extremely pretty) or other adverbs (e.g. He spoke really slowly)
Time Adverbials	Time adverbials are words or phrases that provide information about when an action occurs, helping to create a clear timeline in writing and speech.
Conjunction	'joins ideas together': - coordinating conjunctions, such as and, but, or and so, can link words (e.g. black and white), phrases (e.g. over the hills and far away) or clauses (e.g. I like coffee but I hate tea) - subordinating conjunctions (e.g. because, when, until, although) open subordinate clauses, linking them to a main clause (e.g. <u>When</u> she got home, she fell into bed <u>because</u> she was exhausted) – since these are adverbials (answering the usual questions) they can be moved around the sentence (e.g. Because she was exhausted, when she got home she fell into bed).
Sentence	'a group of words written down begin with a capital letter and end with full stops, question marks or exclamation marks. Most sentences include a subject and verb.'
Full stop	'marks the end of a sentence.' The question mark and exclamation mark are specialised full stops, indicating how the sentence should be read aloud. Full stops are also used in some lower-case abbreviations (such as e.g.) which might otherwise be confused with words.
Apostrophe	is used to show: - that letters have been omitted, e.g. can't, should've, she's, it's (when short for it is) Apostrophe for omission. - possessive nouns, e.g. the cat's tail (where a singular cat is the possessor of a tail), the cats' tails (where plural cats are the possessors of tails) NB The children's coats, the men's boots. Apostrophe for possession.
Bullet points	are used when listing complex information, as throughout this handout: - a colon is used to introduce the bulleted list - if the bullets are not written as sentences, there's no need for punctuation at the end of each bullet (just a full stop after the last one) - however, if written as sentences each requires full sentence punctuation (as in Verbs, above).