# Grammar and Punctuation – Year 2

The following table presents the requirements for Grammar and Punctuation in Year 2. The grammatical terms that pupils should learn are set out in the final column. They should learn to recognise and use the terminology through discussion and practice. All other terms in **bold**, although not required to learn, should be understood with the meanings set out in the glossary.

| Word Structure | Sentence Structure | Text Structure | Punctuation | Terminology for pupils to learn |
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| Formation of **nouns** using **suffixes** such as *–ness*, *–er*<br><br>Formation of **adjectives** using **suffixes** such as *–ful*, *–less*<br>(A fuller list of **suffixes** can be found in the Year 2 spelling appendix.)<br><br>Use of the **suffixes** *–er* and *–est* to form comparisons of **adjectives** and **adverbs** | **Subordination** (using *when*, *if*, *that*, or *because)* and **co-ordination** (using *or*, *and*, or *but*)<br><br>Expanded **noun phrases** for description and specification (e.g. *the blue butterfly*, *plain flour*, *the man in the moon*)<br><br>**Sentences** with different forms: statement, question, exclamation, command | Correct choice and consistent use of **present tense** and **past tense** throughout writing<br><br>Use of the **continuous** form of **verbs** in the **present** and **past tense** to mark actions in progress (e.g. *she is drumming*, *he was shouting*) | Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences**<br><br>Commas to separate items in a list<br><br>**Apostrophes** to mark contracted forms in spelling | **Verb**<br>**tense**<br>**past**<br>**present**<br>**future**<br>**adjective**<br>**noun**<br>**suffix**<br>**apostrophe**<br>**comma**<br>**Sentences:**<br>-statement<br>-command<br>-question<br>-exclamation |

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| It is expected that children will understand the stated terminology in the right hand column and will be able to provide examples when asked.<br>E.g. Could you write an **adjective**?<br>The following terminology from previous years should also be recapped and learnt. Children should understand the terminology below. | |
| Year 1 | **Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.** |

# Year 2 Glossary of Grammar, Punctuation and Spelling terms

The following glossary is to aid the teaching of spelling, grammar and punctuation in Year 2. It is not the complete glossary of terminology. The words and explanations below do not need to be learnt by pupils and is for the benefit of teachers, staff or parents. The terminology for pupils to learn in Year 2 is highlighted on the previous page.

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| **adjective** | The surest way to identify adjectives is by the ways they can be used:<br>• before a noun, to make the noun's meaning more specific (i.e. to modify the noun), or<br>• after the verb *be*, as its complement.<br><br>Adjectives cannot be modified by other adjectives. This distinguishes them from nouns, which can be.<br><br>Adjectives are sometimes called "describing words" because they pick out single characteristics such as size or colour. This is often true, but it doesn't help to distinguish adjectives from other word classes, because verbs, nouns and adverbs can do the same thing. | *The pupils did some really good work.* [adjective used before a noun, to modify it]<br><br>*Their work was good.* [adjective used after the verb *be*, as its complement]<br><br>Not adjectives:<br><br>*The lamp glowed.* [verb]<br>*It was such a bright red!* [noun]<br>*He walked clumsily.* [adverb]<br>*It was a French grammar book.* [noun] |
| **adverb** | The surest way to identify adverbs is by the ways they can be used: they can modify a verb, an adjective, or even another adverb. Put another way, adverbs can make the meanings of these other words more specific.<br><br>Adverbs are sometimes said to describe manner or time. This is often true, but it doesn't help to distinguish adverbs from other word classes, because prepositions, nouns and subordinate clauses can also do this. | *Usha went upstairs to play on her computer.* [adverb modifying the verb *went*]<br><br>*That match was really exciting!* [adverb modifying the adjective *exciting*]<br><br>*We don't get to play games very often.* [adverb modifying the other adverb, *often*]<br><br>Not adverbs:<br><br>*Usha went up the stairs.* [preposition]<br>*She finished her work this evening.* [noun]<br>*She finished when the teacher got cross.* [subordinate clause] |

Year 2 Grammar and Punctuation including Glossary

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| **apostrophe** | Apostrophes have two completely different uses:<br>• showing the place of missing letters (e.g. *I'm* for *I am*)<br>• showing possession (e.g. *Hannah's mother*). | *I'm going out and I won't be long*. [showing missing letters]<br><br>*Hannah's mother went to town in Justin's car*. [showing possession] |
| **continuous** | The continuous (also known as the "progressive") form of a verb generally describes actions in progress. It is formed by:<br>• taking the *–ing* form of the verb (e.g. *singing, reading*)<br>• adding the verb *be* before it (e.g. *he was reading*).<br><br>The continuous can also be combined with the perfect (e.g. *he has been reading*). | *Michael is singing in the store room.* [present continuous]<br><br>*Amanda was making a patchwork quilt.* [past continuous]<br><br>*Usha had been practising for an hour when I called.* [past perfect continuous] |
| **co-ordinate, co-ordination** | Words or phrases are co-ordinated if they are linked as an equal pair by a co-ordinating conjunction (e.g. *and*).<br><br>In the examples on the right, the co-ordinated elements are shown in the same colour, and the conjunction is underlined.<br><br>The difference between co-ordination and subordination is that, in subordination, the two linked elements are not equal. | ***Susan** and **Amra** met in a café*. [links the words *Susan* and *Amra* as an equal pair]<br><br>***They talked** and **drank tea** for an hour*. [links two clauses as an equal pair]<br><br>***Susan got a bus** but **Amra walked***. [links two clauses as an equal pair]<br><br>Not co-ordination: *They ate before they met*. [*before* introduces a subordinate clause] |
| **homophone** | Two different words are homophones if they sound exactly the same when pronounced. | *hear*, *here*<br><br>*some*, *sum* |
| **morphology** | A word's morphology is its internal make-up, consisting of a root word plus any changes (e.g. the addition of suffix).<br><br>Dictionaries normally give only the root word. | *dogs* has the morphological make-up: *dog* + *s.* |

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| **noun phrase** | A noun phrase is a phrase (i.e. a group of grammatically connected words) with a noun as its "head" (main word). A noun phrase can normally be used in place of a noun.<br><br>The noun is called the "head" of the phrase because all the other words help to modify the noun. | *Foxes can jump.* [noun phrase consisting of just a noun]<br><br>*Adult foxes can jump.* [*adult* modifies *foxes*, so *adult* belongs to the noun phrase]<br><br>*Almost all healthy adult foxes can jump.*<br><br>[all the other words help to modify *foxes*, so they all belong to the noun phrase] |
| **past tense** | Verbs in the past tense are commonly used to:<br>• talk about the past<br>• talk about imagined situations<br>• make a request sound more polite.<br><br>Most verbs take a suffix *–ed*, to form their past tense, but many commonly used verbs are irregular.<br><br>See also tense. | *Tom and Cristy showed me their new TV*. [names an event in the past]<br><br>*Alex went on holiday to Brazil*. [names an event in the past; irregular past of *go*]<br><br>*I wish I had a puppy.* [names an imagined situation, not a situation in the past]<br><br>*I was hoping you'd help tomorrow.* [makes an implied request sound more polite] |
| **phoneme** | A phoneme is the smallest unit of sound that signals a distinct, contrasting meaning. For example:<br>• /t/ contrasts with /k/ to signal the difference between *tap* and *cap*<br>• /t/ contrasts with /l/ to signal the difference between *bought* and *ball*.<br>It is this contrast in meaning that tells us there are two distinct phonemes at work.<br><br>There are around 44 phonemes in English; the exact number depends on regional accents. A single phoneme may be represented in writing by one, two, three or four letters constituting a single grapheme. | The word *cat* has three letters and three phonemes.<br><br>The word *catch* has five letters and three phonemes.<br><br>The word *caught* has six letters and three phonemes. |
| **present tense** | Verbs in the present tense are commonly used to:<br>• talk about the present<br>• talk about the future (see also future).<br><br>They may take a suffix *–s* (depending on the subject).<br><br>See also tense. | *Jamal goes to the pool every day.* [names a regular event]<br><br>*He can swim.* [names a state that is true now]<br><br>*The bus arrives at three*. [names a future event] |

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| **future** | Reference to future time can be marked in a number of different ways in English. All these ways involve the use of a present-tense verb.<br><br>See also tense.<br><br>Unlike many other languages (such as French, Spanish or Italian), English has no distinct "future tense" form of the verb comparable with its present and past<br><br>tenses. | *He will leave tomorrow.* [present-tense *will* followed by infinitive *leave*]<br><br>*He may leave tomorrow.* [present-tense *may* followed by infinitive *leave*]<br><br>*He leaves tomorrow*. [present-tense *leaves*] |
| **noun** | The surest way to identify nouns is by the ways they can be used: they can go with a verb to act as its subject, and can usually be singular or plural.<br><br>Nouns are sometimes called "naming words" because they name people, places and "things"; this is often true, but it doesn't help to distinguish nouns from other word classes. For example, prepositions can name places and verbs can name actions. | *Our dog bit the burglar on his behind!*<br><br>*My big brother did an amazing jump on his skateboard.*<br><br>Not nouns: *He's behind you!* [this names a place, but is a preposition, not a noun]<br>*She can jump so high!* [this names an action, but is a verb, not a noun] |
| **root word** | A root word is a word which is not made up of any smaller root words, or prefixes or suffixes. When looking in a dictionary, we sometimes have to look for the root word of the word we are interested in. | *played* [the root word is *play*]<br><br>*unfair* [the root word is *fair*] |
| **sentence** | A sentence is a group of words which are grammatically connected, and where nothing is grammatically missing. In other words, a sentence must be grammatically complete. | *John went to his friend's house*.<br><br>Contrast: *John went to.*<br>[The preposition *to* should be linked to a noun, but the noun is missing. This is not grammatically complete, and so it is not a sentence.] |

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| **subordinate, subordination** | A subordinate word or phrase tells us more about the meaning of the word it is subordinate to. Subordination can be thought of as an unequal relationship between a subordinate word and a main word. For example:<br>• an adjective is subordinate to the noun it modifies<br>• subjects and objects are subordinate to their verbs.<br><br>Subordination is much more common that the equal relationship of co-ordination.<br><br>See also subordinate clause. | *big dogs* [*big* is subordinate to *dogs*]<br><br>*Big dogs need long walks*. [*big dogs* and *long walks* are subordinate to *need*]<br><br>*We can watch TV when we've finished*. [*when we've finished* is subordinate to *watch*] |
| **suffix** | A suffix is an "ending", something used at the end of one word to turn it into another word. Suffixes can often change one word class into another.<br><br>Contrast prefix. | *call* → *called*<br><br>*teach* → *teacher* [turns a verb into a noun]<br><br>*terror* → *terrorise* [turns a noun into a verb] |
| **syllable** | A syllable sounds like a beat in a word. Syllables consist of at least one vowel, and possibly one or more consonants. | *Cat* has one syllable.<br><br>*Fairy* has two syllables.<br><br>*Hippopotamus* has five syllables. |
| **tense** | Tense is the choice between different verb forms that is normally used to indicate time (although tense and time do not always match up).<br><br>Verbs in English (and other Germanic languages) have two distinct tense forms: present and past. Verbs in languages like French, Spanish and Italian have three distinct tense forms: present, past and future.<br><br>English uses a variety of verbs in the present tense to talk about future time, such as *may*, *will*, *intend,* or | *He studies*. [present tense → present time]<br><br>*He studied yesterday*. [past tense → past time]<br><br>*He studies tomorrow, or else!* [present tense → future time]<br><br>*He may study tomorrow*. [present tense + infinitive → future time]<br><br>*He plans to study tomorrow*. [present tense + infinitive → future time] |

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| | *plan*.<br><br>English also uses verbs in the past tense to talk about imagined situations in the past, present or future. | *If he studied tomorrow, he'd see the difference!* [past tense → imagined future]<br><br>Contrast three distinct tense forms in Spanish:<br>*Estudia.* [present tense]<br>*Estudió.* [past tense]<br>*Estudiará.* [future tense] |
| **verb** | The surest way to identify verbs is by the ways they can be used: they can usually have a tense, either present or past. (See also future.)<br><br>Verbs are sometimes called "doing words" because many verbs name an action that someone does; while this can be a way of recognising verbs, it doesn't distinguish verbs from nouns (which can also name actions), and moreover many verbs do **not** name actions. | *He looked out of the school bus window.* [present tense]<br><br>*The teacher wrote a song for the class.* [past tense]<br><br>*We will go to the zoo soon!* [present tense + infinitive]<br><br>*He likes chocolate.* [present tense]<br><br>Not verbs: *The walk to Harriet's house will take an hour.* [noun]<br>*Surfing makes Michelle so sleepy!* [noun] |