

Year 2 Grammar Glossary

Grammar Term	What Does It Mean?
noun	A naming word used to name a person, place or thing.
expanded noun phrase	A word or group of words in a phrase that acts like a noun e.g. Lilly wore a beautiful, red dress. The groups of words, 'a beautiful red dress', is a phrase and functions as a noun in the sentence.
suffix	A suffix is added to the end of a word to make a new word e.g. hope + suffix ful = hopeful, hope + suffix less = hopeless.
compound	A compound word is a word created by two smaller words being joined together e.g. lip + stick = lipstick.
statement	Describes an event, a sentence that tells the reader something e.g. Daniel watched the television.
command	A command gives an instruction or tells someone to do something. Commands usually begin with an imperative verb e.g. Go and brush your teeth!
question	A question is used to find out information e.g. Why is your bedroom so messy?
verb	A verb is an action word; they describe what someone is doing e.g. Jessica shouted.
comma	A comma separates units of meaning in a sentence, e.g. Lana bought some apples, grapes, oranges, peaches and plums for her fruit bowl.
adjective	An adjective is a word that describes a noun, e.g. there was a huge, hairy spider in the bathroom.
adverb	An adverb tells you where, why or how much something is done e.g. Jessica shouted loudly.
tense	A tense is the form of a verb that shows the time when an action takes place, e.g. past, present or future.
apostrophe	Apostrophes are used to show possession e.g. This is Robert's car. They are also used to show that letters are missing e.g. in a contraction: I am - I'm, you are - you're.
exclamation	A sudden cry or remark to show surprise, strong emotion, or pain. It must start with 'what' or 'how' and should include a subject and a verb.
conjunction	A conjunction links two clauses together in a sentence.

4

Conjunctions

What you need to know: Conjunctions are joining words that join different parts of sentences. A **co-ordinating conjunction** joins two sentences of equal weight or importance. Children often learn the term '**FANBOYS**' to remember their co-ordinating conjunctions:

for and nor but or yet so

I had an apple **and** James had a banana.

You can go to the park **or** you can go swimming.

A **subordinating conjunction** introduces a **subordinate clause** – a part of the sentence that does not make sense on its own. Examples of subordinating conjunctions are:

when because if that

We couldn't go for a walk **because** it was raining.

I cooked the pasta **when** I got hungry.

5

Sentence Types

What you need to know: In Year 2, children need to know about the four main sentence types: statements, questions, commands and exclamations, and also how to punctuate them.

A **statement** is a sentence that tells you something. It begins with a capital letter and ends with a full stop.

Lions are carnivores.

A **question** is a sentence that asks something. It begins with a capital letter and ends with a question mark.

Where do lions live?

A **command** is a sentence that tells you to do something. It begins with a capital letter and ends with a full stop.

Read that book about lions.

An **exclamation** is a sentence that begins with 'what' or 'how', contains a verb, begins with a capital letter and ends with an exclamation mark.

How beautiful that lion is!

What a fierce lion he is!

It is worth noting that sometimes exclamation marks can be used to express anger, surprise or annoyance, but this does not necessarily make them exclamation sentences:

6

Suffixes

What you need to know: Suffixes are letter strings that are added on to the end of a word (called the 'root' word) to change its meaning or grammatical function. Common suffixes learnt in Year 2 are:

-s and -es , which change nouns from singular to plural (cat – cats, fox – foxes) and verbs from first person to third person (I sit - he sits, I watch – he watches)

-ing and -ed which change verbs to progressive tense and past tense (I walk – I am/was walking – I walked)

-er and -est which change adjectives in order to compare two or more nouns (I am tall – you are taller – he is the tallest)

7

Types of Words

What you need to know: In Year 2, children learn about the four main word types:

nouns – people, places, things and feelings: bird, school, pencil, sadness

This includes '**proper nouns**' - the names of people and places, days and months, which need a capital letter: Joanna, London, Tuesday

verbs – action/doing words: run, shout, cry, have, is/was/were

adjectives – describe a noun: happy, lazy, pink, horrible

adverbs – describe a verb: nicely, slowly, carefully, sadly

What you need to know: In Year 2, children are expected to be able to differentiate between present tense (happening now) and past tense (happened in the past) and to use tense consistently in their writing. The **progressive tense** is created by adding -ing, and can be present progressive (I am talking) or past progressive (I was talking). Most verbs change to the **past tense** by the simple addition of the suffix -ed. However, children are also expected to know that some verbs are irregular when changing to the past tense – for example, run/ran, see/saw, go/went.

10 Using an Apostrophe

What you need to know: In Year 2, children are taught to use apostrophes to show singular possession (i.e. one person owning something). For example:

My **dog's** lead is red.

Lucy's hair is long and brown.

I held **Dad's** hand when we crossed the road.

The apostrophe sits between the noun that is 'possessing' and the letter 's'. Children need to remember that the apostrophe 'floats' above the word rather than sitting on the line.

Children in Year 2 are also taught to use an apostrophe to show missing letters in the contracted form of words such as **such as can't, hasn't and I'm.**

13 Contracted Forms of Words

What you need to know: In Year 2, children are expected to start using the contracted forms of words in their writing, and to spell these forms correctly, including the use of apostrophes. The basic rule is that the apostrophe replaces any missing letter(s) and the two words are combined together to make one word:

did not – didn't, could not – couldn't, I am – I'm

There are, as ever, some exceptions to this, e.g.

will not – won't