

## Glossary of Year 2 Terminology

### English Appendix 2: Vocabulary, grammar and punctuation

The grammar of our first language is learnt naturally and implicitly through interactions with other speakers and from reading. Explicit knowledge of grammar is, however, very important, as it gives us more conscious control and choice in our language. Building this knowledge is best achieved through a focus on grammar within the teaching of reading, writing and speaking. Once pupils are familiar with a grammatical concept [for example 'modal verb'], they should be encouraged to apply and explore this concept in the grammar of their own speech and writing and to note where it is used by others. Young pupils, in particular, use more complex language in speech than in writing, and teachers should build on this, aiming for a smooth transition to sophisticated writing.

The table shows when concepts should be introduced first, not necessarily when they should be completely understood. It is very important, therefore, that the content in earlier years be revisited in subsequent years to consolidate knowledge and build on pupils' understanding.

The grammatical terms that pupils should learn are labelled as 'terminology for pupils'. They should learn to recognise and use the terminology through discussion and practice.

| Year 2: Detail of content to be introduced (statutory requirement) |   |
|--|---|
| <b>Word</b>  | Formation of <b>nouns</b> using <b>suffixes</b> such as <i>-ness</i> , <i>-er</i> and by compounding [for example, <i>whiteboard</i> , <i>superman</i> ]<br>Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>-ful</i> , <i>-less</i><br>(A fuller list of <b>suffixes</b> can be found on page <a href="#">Error! Bookmark not defined.</a> in the year 2 spelling section in English Appendix 1)<br>Use of the <b>suffixes</b> <i>-er</i> , <i>-est</i> in <b>adjectives</b> and the use of <i>-ly</i> in Standard English to turn adjectives into <b>adverbs</b> |
| <b>Sentence</b>  | <b>Subordination</b> (using <i>when</i> , <i>if</i> , <i>that</i> , <i>because</i> ) and <b>co-ordination</b> (using <i>or</i> , <i>and</i> , <i>but</i> )<br>Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly</i> , <i>plain flour</i> , <i>the man in the moon</i> ]<br><b>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</b>  |
| <b>Text</b>  | Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing<br>Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming</i> , <i>he was shouting</i> ]  |

## Year 2: Detail of content to be introduced (statutory requirement)

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|-------------------------------|--|
| <b>Punctuation</b>            | Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b><br>Commas to separate items in a list<br><b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i> ] |
| <b>Terminology for pupils</b> | noun, noun phrase<br>statement, question, exclamation, command<br>compound, suffix<br>adjective, adverb, verb<br>tense (past, present)<br>apostrophe, comma  |

All information from The national curriculum in England

Key stages 1 and 2 framework document

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