



SPaG Glossary

Year 2

National Curriculum Expectations

Year 2: Detail of content to be introduced (statutory requirement)	
Word	Formation of nouns using suffixes such as <i>-ness</i> , <i>-er</i> and by compounding [for example, <i>whiteboard</i> , <i>superman</i>] Formation of adjectives using suffixes such as <i>-ful</i> , <i>-less</i> (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1) Use of the suffixes <i>-er</i> , <i>-est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs
Sentence	Subordination (using <i>when</i> , <i>if</i> , <i>that</i> , <i>because</i>) and co-ordination (using <i>or</i> , <i>and</i> , <i>but</i>) Expanded noun phrases for description and specification [for example, <i>the blue butterfly</i> , <i>plain flour</i> , <i>the man in the moon</i>] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
Text	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming</i> , <i>he was shouting</i>]
Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]
Terminology for pupils	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

Glossary of Terms

Year 1	Letter	A character representing one or more of the sounds used in speech. Written words are made up of letters. E.g. Gg Ee Ww
	Capital letter	A letter of the alphabet that usually differs from its corresponding lowercase letter in form and height; A, B, Q as distinguished from a, b, q. Used as the initial letter of a proper name, the pronoun I and in the first word of a sentence. E.g. After school Ted plays football in Southampton.
	Word	A word is a unit of grammar: it can be selected and moved around relatively independently, but cannot easily be split. In punctuation, words are normally separated by finger spaces.
	Singular	When a word is in singular form it means just one or by itself. E.g. boy baby goose
	Plural	When a word is plural it means more than one. E.g. boys babies geese
	Sentence	A sentence is a group of words which are grammatically connected to each other but not to any words outside the sentence. E.g. John was at the farm.
	Punctuation	Punctuation includes any conventional features of writing other than spelling and general layout. One important role of punctuation is to indicate sentence boundaries. E.g. ! " () - ? / . , ; :
	Full stop	A punctuation mark (.) used at the end of a sentence or an abbreviation.
	Question mark	A punctuation mark (?) indicating a question.
	Exclamation mark	A punctuation mark (!) indicating strong feelings, something unusual or high volume (shouting).
Year 2	Noun	Nouns are sometimes called 'naming words' because they name people, places and things. Nouns may be classified as common (e.g. boy, day) or proper (e.g. Ivan, Monday)
	Noun phrase	A noun phrase is a phrase that plays the role of a noun. The head word in a noun phrase will be a noun or a pronoun. Noun phrases are most often used for description and specification. E.g. plain flour, foxes with bushy tails
	Statement	The form of a sentence's main clause shows whether it is being used as a statement, a question, a command or an exclamation. E.g. You are my friend.
	Question	E.g. Are you my friend?
	Exclamation	E.g. What a good friend you are!
	Command	E.g. Be my friend!

Suffix	<p>A suffix is an 'ending', used at the end of one word to turn it into another word. Suffixes cannot stand on their own as a complete word.</p> <p>E.g. success - successful, teach - teacher, small - smallest</p>
Adjective	<p>A "describing word". The surest way to identify adjectives is by the ways they can be used: before a noun, to make the noun's meaning more specific or after the verb to be, as its complement. Adjectives cannot be modified by other adjectives. This distinguishes them from nouns, which can be.</p> <p>E.g. The pupils did some really excellent work. Their work was excellent.</p>
Adverb	<p>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. The surest way to identify adverbs is by the ways they can be used: they can modify a verb, an adjective, another adverb or even a whole clause.</p> <p>E.g. Joshua soon started snoring loudly. That match was really exciting! We don't get to play games very often. Fortunately, it didn't rain.</p>
Verb	<p>Verbs are sometimes called 'doing words' because many verbs name an action that someone does; while this can be a way of recognising verbs, many verbs name states or feelings rather than actions. Verbs can usually have a tense, either present or past (also future).</p> <p>E.g. He lives in Birmingham. The teacher wrote a song for the class. He likes chocolate. He knew my father.</p>
Tense	<p>Verbs in the past tense are commonly used to: talk about the past, talk about imagined situations, make a request sound more polite. Most verbs take a suffix -ed to form their past tense, but many commonly used verbs are irregular. Verbs in the present tense are commonly used to: talk about the present</p>
Apostrophes	<p>Apostrophes have two completely different uses. They show the place of missing letters and they mark possessives.</p> <p>E.g. We're going out and we'll get something to eat. Hannah's mother went to town in Justin's car.</p>
Comma	<p>A punctuation mark (,) indicating a pause between parts of a sentence or separating items in a list.</p>