



LONG CRENDON SCHOOL

the place to grow

Year 2 Grammar Guide

FOR PARENTS

The Basics

Nouns: These are often known as “naming” words. They name people, animals, places or things.

Examples: **cat beach table teacher**

In Year 2 there is a move from the use of generic nouns eg ‘dog’ to specific nouns (where applicable) eg ‘Collie’

A **proper noun** is a specific name for a particular person, place, or thing. **Proper nouns** are always capitalised in English.

Examples: **Lucy, February**

A **compound noun** is a combination of two (or more) individual nouns that have a single meaning

Examples: carwash, sunflower, football

A **noun phrase** is a small group of words that do not contain a verb. A noun phrase contains a noun plus words to describe.

Example: the spotty black dog

Adjectives: Describe or give more information about a noun.

Examples: **bright tired dangerous useless hungry**

Verbs: These are often known as “action” words. They describe what a person or thing is doing or being.

Examples: **climb bounce write hope is**

Adverbs: Add information about a verb (and sometimes an adjective or another adverb). They provide information about **how, when, where, why** or **how often** something is happening.

Examples: **carefully** (how) **immediately** (when) **downstairs** (where) **therefore** (why) **always** (how often)

Sentence Example:

	adjective	noun	verb	adverb
The	frightened	rabbit	jumped	backwards.

Sentence Types

Command: A type of sentence which instructs or orders an action to take place. Will often include an imperative (bossy verb).

Example: **Finish** your tea.

Exclamation: A sentence which expresses surprise and ends with an exclamation mark instead of a full stop. Begins with **how** or **why** and must contain a verb.

Example: **How** hot it is today!

Question: A type of sentence which asks a question. Usually begins with a question word (who what when where how why) or reverses the (pro)noun/verb order in a statement.

Example: **Is Joe** coming out to play? (She is coming out to play.)

Statement: A sentence that conveys a simple piece of information.

Example: It is raining today.

Tenses

Tenses indicate the timing (past, present or future) of an action in a sentence and affect how the verb in a sentence is used.

Past Tense (simple)

Past tense shows an action that began and ended in the past. For this simple form of past tense we usually just add ‘ed’ to the end of the verb, but there are some irregular verbs like ran and ate. **I jumped She climbed We shouted James ran Pat ate**

Examples: I jumped across the path. Verb = to jump (regular)

I sang a song, Verb = to sing (irregular)

Past Progressive Tense

The **past progressive tense** shows an action that **was happening** (in progress) at the same time something else happened. It is formed by using **was** or **were** with the 'ing' form of the verb, e.g. **was running**

Examples:

I **was eating** when there was a knock at door.

'**was eating**' shows that the eating was in progress when the knock at the door happened.

When they **were playing** in the garden, the ground started to shake.

'**were playing**' shows that the ground started to shake whilst the playing was in progress.

Present tense

Present tense (simple) shows an action happening now.

Example: The sky is blue.

Progressive present tense describes an action which began in the past and is still going on now.

Example: I **am learning** to speak French.

'**am learning**' shows that this is something I have been doing over a period of time and am still doing.

Clauses and conjunctions

Clause: Clauses make up a sentences. They are groups of words that contain a **subject** and a **verb** .

Main clause: A group of words that contains a verb and a subject which makes complete sense on its own.

Example: The cat sat on the mat.

Conjunction

A type of connective that joins clauses.

Co-ordination : The joining of clauses in a way that gives each clause equal importance.

Example: I **am seven** and **my friend is eight**.

Co-ordinating conjunctions: A conjunction used to join two **main clauses** to form a **compound sentence** in which each clause carries equal weight (for and nor but or yet so).

Examples:

I am seven **but** my friend is eight.

We were out of milk **so** I went to the shop to buy some.

Subordination: The joining of clauses and phrases in a way that links a main clause to a subordinate clause – one that cannot stand alone.

I played out until it got dark - until it got dark does not make sense on its own.

Subordinating conjunction: A conjunction that connects a **main clause** to a **subordinating clause**

Example: I will go out to play **if** it stops raining.

Prefixes and Suffixes

Prefix: Letters that go in front of a root word and change its meaning,

Examples: '**un-**' (happy/**un**happy), '**dis-**' (appear/**dis**appear),

'**re-**' (act/ **re**act)

Suffix: A string of letters that go at the end of a root word, changing or adding to its meaning. Suffixes can also show if a word is a noun, verb, adjective or adverb. They can also show the tense of the word

Examples: '-less' (help, helpless) '-ful' (care, careful) '-ness' (kind, kindness)

'-er' (teach, teacher) '-ly' (quick, quickly)

Comparative: The comparative form of an adjective compares one thing with another and is usually formed by adding the suffix '-er' or the word 'more'

Example: My biscuit is big but hers is **bigger**.

Superlative: A form of an adjective that compares one object to all others in its class. It is usually formed by adding the suffix '-est' or the word 'most'.

Example: John ate the **fastest** at lunch.

Punctuation: Symbols that help the reader to make sense of written words.

Capital letter: A capital letter is used at the beginning of a sentence, for days of the week and months of the year and for proper nouns (names of people, places, titles).

Full stop: . A full stop is used to demarcate the end of a statement or command.

Question mark: ? A punctuation mark which indicates a question and comes at the end of the sentence in place of the full stop.

Exclamation Mark: ! A punctuation mark used at the end of an exclamation.

Example: 'What a fantastic day we have had!'

It can also be used at the end of a statement or command to show something has been said with feeling or emotion,.

Example: 'That was a really scary film!'

'Stop annoying your brother!'

Comma: A punctuation mark used in sentences to mark a slight break between different parts of a sentence, or to separate clauses in order to reduce ambiguity and increase cohesion.

In year 2 pupils are taught to use commas to separate items in a list.

Example: He packed his pyjamas, his toothbrush, his comic **and** his teddy.

Apostrophe: A punctuation mark used to show possession or to represent missing letters in a contracted form.

Example: Sally's coat.

He couldn't do it.

Inverted commas: Inverted commas (also known as speech marks and quotation marks) are punctuation marks that show where direct speech starts and ends.

In Year 2 children will not be expected to use apostrophes and inverted commas accurately but they will be introduced - to be revisited in KS2.

Grammar Activity Ideas:

These simple games can be used to reinforce the concepts being taught in class.

Get those nouns moving: Choose a noun. See how many related verbs you can think of in one minute. See if you can come up with verbs that no one else has. Eg Car: cruised rushed dashed drove

Try these ones: snake, volcano, wind, cat, river, kite
Can you think of your own nouns? Can you put them into exciting sentences?

Pairs: Choose six adjectives and six nouns. Write them down, number them 1-6. Roll a dice and first choose an adjective, then repeat and choose a noun. Use your noun and adjective to make a sentence. Your sentence has to make sense but can be silly.

Get your sentences in order: Write the words of a simple sentence – such as, 'A duck swims on the pond.' – on individual slips of paper, and get your child to put the words in the correct order, with a capital letter at the beginning and a full stop at the end. Extend by writing clauses. Can the sentences be extended by adding conjunctions?

Antonym tennis: Player 1: Think of a word e.g. big
Player 2: Think of opposite e.g. small.
Continue until one player hesitates and can't think of another word within 5 seconds. If this happens the other player wins a point.

Silly sentences/ stories: Take it in turns to make a silly sentence using a noun, adjective or verb.

Synonyms for said (timed game) How many alternatives can you think of in 1 minute? Play using other words eg walked.

Noun game: Say a noun. Child thinks of appropriate adjective/verb to go with it. E.g. Kangaroo – jumping. Add actions to vary the game.

Changing tenses game: e.g. I played tennis = Tomorrow I am going to play tennis.

Draw it: Adult describes something, somewhere or someone using lots of 'wow' describing words. Child to draw what is being described.

I spy: "I spy a plural noun with my little eye (a flock of geese).
"Will it fit in my hand? Is it a living thing?"

Try using common grammatical terms when playing Grammar I-Spy:

Odd One Out: Write out a list of words, with one word being the "odd one out." For example, all the words are adjectives except for one. Can your child identify the odd one out? What makes that particular word an odd one out, such as a noun in a sea of verbs? Example: large, dry, jump, tiny, colourful (all adjectives except for jump, which is a verb).

Crazy adverbs

This grammar game is fun with several children. Fold up adverbs on slips of paper. Let each child take a turn choosing an adverb, a word that gives you more information about a verb, such as quietly, softly, quickly, etc. Similar to charades, each child then acts out his or her adverb for other players to guess. Examples: spin quickly, march proudly, dance gracefully, stomp loudly, etc.

Finger space game: Write up a sentence without the finger spaces and read it out. Does it make sense? Why not? Where should the words should be separated?

Punctuation mark mime: Agree a mime for full stop, e.g. a stomp. Read a story and every time a full stop happens in the sentence, stomp. Extension: Draw a line in the air above the stomp to indicate the exclamation mark. What could you use for a question mark? Encourage your child to join in.

Playdough punctuation: Read/say a sentence out loud. Can you make the appropriate punctuation for the sentence using playdough?

Dictionary fun: Build familiarity with the dictionary by playing games. For a younger child, write down a mixture of correctly and wrongly spelled words ('toothbrush' and 'toofbrush') and get him/her to find the right spelling, or challenge an older child by calling out unfamiliar words and timing how long it takes him/her to find the definition

"I want a banana" game: Give your child a pile of simple silly sentences (eg I want a banana) to read and a pile of cards with punctuation marks to choose from. Get your child to take a card and read out the sentence "I want a banana" including the punctuation. Encourage him/ her to moderate the tone if it is a question, shout if it is an exclamation mark etc.

Noun and verb game: Ask for a list of nouns (engine, ruler, pencil, tree). Then make a list of verbs (sipped, stole, rushed, wished). The game is to invent sentences that include a noun and a verb from the lists. This can be fun if the nouns and verbs do not match in any sensible way - you will get some quite unusual sentences.

Extend this by playing:

Silly sentence makers: Appeal to your child's silly side by encouraging him/her to make up funny sentences which still make grammatical sense. Write a selection of subjects, verbs, adjectives, adverbs, conjunctions etc. on individual flashcards and get your child to compose crazy sentences e.g. 'The purple elephant flew to the moon on a giant strawberry.'