

Year 2 Grammar Coverage

Spelling	Sentence/ grammar lessons
<p><u>Suffixes</u> Adding “-less” Adding “-ful” Adding “-ness” and “-er” to make a noun Doubling the final letter for an adjective and adding “-er” and “-est”</p> <p><u>Compound nouns</u> Noun + noun = compound noun Adjective + noun = compound noun</p> <p><u>Adding “-ly”</u> Making an adjective into an adverb</p> <p><u>Conjunctions</u> <i>or, and, but, when, because, if, that</i></p> <p><u>Prepositions</u> <i>behind, above, along, before, between, after</i></p> <p><u>Generalisers/determiners</u> <i>most, much, more, many, some, all</i></p> <p><u>Verbs</u> “-ed” and “-ing” verbs Imperative verbs, such as: <i>take, give, cut</i></p> <p><u>Time connectives</u> <i>next, last, later</i></p> <p><u>Pronouns</u> <i>I, he, she, we, they, it, you</i></p> <p><u>Questions</u> <i>what, where, when, who, how</i></p> <p>It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.</p>	<p>To recognise verbs with the suffixes “-ed” and “-ing” and how to use these in a sentence</p> <p>To identify imperative verbs and use these in a command – <i>Give me that pen.</i></p> <p>Subject-verb agreement of the simple present (<i>I like, she likes</i>), adding a “-s” to the third person</p> <p>To learn how and when to use the present continuous – <i>I am sitting on the carpet.</i></p> <p>To write comparative and superlative adjectives in a sentence to show whether two or more objects are being compared: – <i>The building was big, but the Houses of Parliament were bigger.</i> – <i>Tom was the tallest boy in his class.</i></p> <p>Write a statement of fact with a capital letter and full stop</p> <p>Write a question starting with “what”, “where”, “when”, “who” or “how” and a capital letter, finishing with a question mark</p> <p>Write a short sentence with an exclamation mark</p> <p>Poems using alliteration to describe either a picture or a painting.</p> <p>Inverted commas: put the spoken word into inverted commas and start with a capital letter.</p> <p>Expanding noun phrases to include an adjective and a prepositional phrase. – <i>The red ball under the table</i></p> <p>Onomatopoeia: use pictures to create words and add an exclamation mark. – <i>Ouch!</i></p> <p>Prepositional phrases – <i>under the carpet..., above the whiteboard...</i></p> <p>Time connectives – <i>next, last, later</i></p> <p>Developing similes using the word “like”</p> <p>Up-levelling sentences by replacing a generic noun with a specific noun to create different effects. This can then be developed with adding an adjective and adverb</p> <p>Commas to separate lists</p> <p>Alliteration: verb + noun – <i>dancing dolphins</i></p> <p>Apostrophes of omission</p> <p>Apostrophes for possession</p> <p>Write two simple sentences and join them together with “and”, “but” or “or”</p> <p>Write a complex sentence using “because”, “when”, “it” or “that”, placing the conjunction in the middle of the sentence – <i>I bought a new car because my old one broke down.</i></p> <p>Sentence types: Statement, question, command, exclamation</p>

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Grammar coverage taken from National Curriculum

<p>Write a statement that starts with a capital letter and finishes with a full stop</p>	<p>Write a sentence that ends with an exclamation mark</p>	<p>Adding “-ly” to an adjective to make an adverb: <i>quick – quickly</i></p>	<p>Use the prepositional phrases: <i>behind, above, along, before, between, after</i></p>	<p>Move from generic nouns to specific nouns, eg, “dog” to “terrier”</p>	<p>Similes using “like”: <i>...like hot chillies... ...cold like a glacier</i></p>
<p>Ask a question and use a question mark</p>	<p>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p>	<p>Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</p>	<p>Form simple past tense by adding “-ed”: <i>He played at school.</i></p>	<p>Command, using the imperative form of a verb: <i>give... take...</i></p>	<p>Use past continuous (progressive) tense <i>He was playing at school.</i></p>
<p>Using commas to separate lists: <i>He had a bag, ball and carpet.</i></p>	<p>Suffixes – formation of adjectives by adding “-ful”: <i>care – careful</i></p>	<p>Subordinate conjunctions to create a complex sentence: <i>when if that because</i></p>	<p>Compound nouns: noun + noun (<i>football</i>) adjective + noun (<i>whiteboard</i>)</p>	<p>Use first, second and third person with subject-verb agreement</p>	<p>Use simple present tense, showing subject-verb agreement: Infinitive (add “s” to the third person) <i>I like he/she likes we like they like you like</i></p>
<p>To put spoken words (found in a speech bubble) into inverted commas, starting with a capital letter</p>	<p>Suffixes – forming comparative and superlative adjectives by doubling the final letter and adding “-er” and “-est”: <i>big – bigger – biggest</i></p>	<p>Using determiners/generalisers: <i>most some all many much more</i></p>	<p>Write expanded noun phrases: determiner + adjective + noun (<i>the red balloon</i>) determiner + noun + prepositional phrase (<i>the cat in the basket</i>)</p>	<p>Onomatopoeia</p>	<p>Use present continuous tense: “to be” + “-ing” <i>I am playing he/she is playing they are playing</i></p>
<p>Apostrophes of omission: <i>he didn’t he couldn’t</i></p>	<p>Suffixes – adding “-ness” and “-er” to form a noun: <i>kind – kindness teach – teacher</i></p>	<p>Coordinating conjunctions to create a compound sentence: <i>or and but</i></p>	<p>Sentences with different forms: statement, question, exclamation, command.</p>	<p>Alliteration (verb + noun): <i>dancing dandelions hiding hyenas</i></p>	
<p>Learning the possessive apostrophe (singular)</p>	<p>Suffixes – formation of adjectives by adding “-less”: <i>help – helpless</i></p>	<p>Temporal connectives: <i>next, last, an hour later</i></p>			