

## Year 2 grammar coverage

Grammar coverage					
<p>Suffixes – adding “-ness” and “-er” to form a noun: <i>kind – kindness</i> <i>teach – teacher</i></p>	<p>Adding “-ly” to an adjective to make an adverb: <i>quick – quickly</i></p>	<p>Ask a question and use a question mark</p>	<p>Form simple past tense by adding “-ed”: <i>He played at school.</i></p>	<p>Move from generic nouns to specific nouns, eg, “dog” to “terrier”</p>	<p>Similes using “like”: <i>...like hot chillies...</i> <i>...cold like a glacier</i></p>
<p>Compound nouns: noun + noun (<i>football</i>) adjective + noun (<i>whiteboard</i>)</p>	<p>Coordinating conjunctions to create a compound sentence: <i>or</i> <i>and</i> <i>but</i></p>	<p>Command, using the imperative form of a verb: <i>give...</i> <i>take...</i></p>	<p>Use past continuous (progressive) tense <i>He was playing at school.</i></p>	<p>Temporal connectives: <i>next, last, an hour later</i></p>	<p>Use the prepositional phrases: <i>behind, above, along, before, between, after</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</i> <i>if</i> <i>that</i> <i>because</i></p>	<p>Write a sentence that ends with an exclamation mark</p>	<p>Using commas to separate lists: <i>He had a bag, ball and carpet.</i></p>	<p>Use first, second and third person with subject-verb agreement</p>	<p>Using determiners/generalisers: <i>most</i> <i>some</i> <i>all</i> <i>many</i> <i>much</i> <i>more</i></p>
<p>Suffixes – formation of adjectives by adding “-less”: <i>help – helpless</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>Use simple present tense, showing subject-verb agreement: <b>Infinitive (add “s” to the third person)</b> <i>I like</i> <i>he/she likes</i> <i>we like</i> <i>they like</i> <i>you like</i></p>	<p>Apostrophes of omission: <i>he didn’t</i> <i>he couldn’t</i></p>	<p>Onomatopoeia</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>Write a statement that starts with a capital letter and finishes with a full stop</p>	<p>Use present continuous tense: <b>“to be” + “-ing”</b> <i>I am playing</i> <i>he/she is playing</i> <i>they are playing</i></p>	<p>To put spoken words (found in a speech bubble) into inverted commas, starting with a capital letter.</p>	<p>Alliteration (verb + noun): <i>dancing dandelions</i> <i>hiding hyenas</i></p>	

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Spelling	Sentence/ grammar lessons
<p><b>Suffixes</b>            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><b>Compound nouns</b>            Noun + noun = compound noun            Adjective + noun = compound noun</p> <p><b>Adding “-ly”</b>            Making an adjective into an adverb</p> <p><b>Conjunctions</b>  <i>or, and, but, when, because, if, that</i></p> <p><b>Prepositions</b>  <i>behind, above, along, before, between, after</i></p> <p><b>Generalisers/determiners</b>  <i>most, much, more, many, some, all</i></p> <p><b>Verbs</b>            “-ed” and “-ing” verbs            Imperative verbs, such as: <i>take, give, cut</i></p> <p><b>Time connectives</b>  <i>next, last, later</i></p> <p><b>Pronouns</b>  <i>I, he, she, we, they, it, you</i></p> <p><b>Questions</b>  <i>what, where, when, who, how</i></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>

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**It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.**

Up-leveiling 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

Commas to separate lists

Alliteration: verb + noun – *dancing dolphins*

Apostrophes of omission

Write two simple sentences and join them together with “and”, “but” or “or”

Write a complex sentence using “because”, “when”, “it” or “that”, placing the conjunction in the middle of the sentence – *I bought a new car because my old one broke down.*