



## 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”:</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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<i>big – bigger – biggest</i>					
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></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>		

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<p><i>what, where, when, who, how</i></p> <p><b>It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.</b></p>	<p>Developing similes using the word “like”</p> <p>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</p> <p>Commas to separate lists</p> <p>Alliteration: verb + noun – <i>dancing dolphins</i></p> <p>Apostrophes of omission</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>
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This document is to be used in conjunction with the accompanying “Grammar progression” and “Sentence development” documents. It is important to look at the year before and after to be able to differentiate and to identify how the children could develop further. Using these documents will arm you with information on how to help your pupils, set goals and identify next steps for their writing.

This covers all the areas for the 2014 National Curriculum and more.

Each year group builds on the year before, so it is fundamental that teachers are aware of what has been taught in previous years. Therefore, teachers could highlight the sections covered and embedded and pass this information on to the next class teacher.