

Year 2 Grammar coverage					
Suffixes – adding “-ness” and “-er” to form a noun: <i>kind – kindness</i> <i>teach – teacher</i>	Adding “-ly” to an adjective to make an adverb: <i>quick – quickly</i>	Ask a question and use a question mark	Form simple past tense by adding “-ed”: <i>He played at school.</i>	Move from generic nouns to specific nouns, eg, “dog” to “terrier”	Similes using “like”: <i>...like hot chilies...</i> <i>...cold like a glacier</i>
Compound nouns: noun + noun (<i>football</i>) adjective + noun (<i>whiteboard</i>)	Coordinating conjunctions to create a compound sentence: <i>or</i> <i>and</i> <i>but</i>	Command, using the imperative form of a verb: <i>give...</i> <i>take...</i>	Use past continuous (progressive) tense <i>He was playing at school.</i>	Temporal connectives: <i>next, last, an hour later</i>	Use the prepositional phrases: <i>behind, above, along, before,</i> <i>between, after</i>
Suffixes – formation of adjectives by adding “-ful”: <i>care – careful</i>	Subordinate conjunctions to create a complex sentence: <i>when</i> <i>if</i> <i>that</i> <i>because</i>	Write a sentence that ends with an exclamation mark	Using commas to separate lists: <i>He had a bag, ball and</i> <i>carpet.</i>	Use first, second and third person with subject-verb agreement	Using determiners/generalisers: <i>most</i> <i>some</i> <i>all</i> <i>many</i> <i>much</i> <i>more</i>
Suffixes – formation of adjectives by adding “-less”: <i>help – helpless</i>	Write expanded noun phrases: determiner + adjective + noun (<i>the red balloon</i>)	Use simple present tense, showing subject-verb agreement:	Apostrophes of omission: <i>he didn’t</i> <i>he couldn’t</i>	Onomatopoeia	

	determiner + noun + prepositional phrase <i>(the cat in the basket)</i>	Infinitive (add “s” to the third person) <i>I like</i> <i>he/she likes</i> <i>we like</i> <i>they like</i> <i>you like</i>			
Suffixes – forming comparative and superlative adjectives by doubling the final letter and adding “-er” and “-est”: <i>big – bigger – biggest</i>	Write a statement that starts with a capital letter and finishes with a full stop	Use present continuous tense: “to be” + “-ing” <i>I am playing</i> <i>he/she is playing</i> <i>they are playing</i>	To put spoken words (found in a speech bubble) into inverted commas, starting with a capital letter.	Alliteration (verb + noun): <i>dancing dandelions</i> <i>hiding hyenas</i>	
Spelling			Sentence/ grammar lessons		
<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” <u>Compound nouns</u> Noun + noun = compound noun			To recognise verbs with the suffixes “-ed” and “-ing” and how to use these in a sentence To identify imperative verbs and use these in a command – <i>Give me that pen.</i> Subject-verb agreement of the simple present (<i>I like, she likes</i>), adding a “-s” to the third person To learn how and when to use the present continuous – <i>I am sitting on the carpet.</i>		

Adjective + noun = compound noun <u>Adding “-ly”</u> Making an adjective into an adverb <u>Conjunctions</u> <i>or, and, but, when, because, if, that</i> <u>Prepositions</u> <i>behind, above, along, before, between, after</i> <u>Generalisers/determiners</u> <i>most, much, more, many, some, all</i> <u>Verbs</u> “-ed” and “-ing” verbs Imperative verbs, such as: <i>take, give, cut</i> <u>Time connectives</u> <i>next, last, later</i>	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> Write a statement of fact with a capital letter and full stop Write a question starting with “what”, “where”, “when”, “who” or “how” and a capital letter, finishing with a question mark Write a short sentence with an exclamation mark Poems using alliteration to describe either a picture or a painting. Inverted commas: put the spoken word into inverted commas and start with a capital letter. Expanding noun phrases to include an adjective and a prepositional phrase. – <i>The red ball under the table</i> Onomatopoeia: use pictures to create words and add an exclamation mark. – <i>Ouch!</i> Prepositional phrases – <i>under the carpet..., above the whiteboard...</i>
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<u>Pronouns</u> <i>I, he, she, we, they, it, you</i> <u>Questions</u> <i>what, where, when, who, how</i> It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.	Time connectives – <i>next, last, later</i> Developing similes using the word “like” 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 Commas to separate lists Alliteration: verb + noun – <i>dancing dolphins</i> 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>I bought a new car because my old one broke down.</i>
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