



National Curriculum Objectives (Statutory Requirements)

Detail of content to be introduced in Year 2:

Word:

- Formation of **nouns** using **suffixes** such as *-ness*, *-er* and by compounding [for example, *whiteboard*, *superman*]
- Formation of **adjectives** using **suffixes** such as *-ful*, *-less*

(A fuller list of **suffixes** can be found in the year 2 spelling section in English Appendix 1)

- Use of the **suffixes** *-er*, *-est* in **adjectives** and the use of *-ly* in Standard English to turn adjectives into **adverbs**

Sentence:

- **Subordination** (using *when*, *if*, *that*, *because*) and **co-ordination** (using *or*, *and*, *but*)
- Expanded **noun phrases** for description and specification [for example, *the blue butterfly*, *plain flour*, *the man in the moon*]
- **How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command**

Text:

- Correct choice and consistent use of **present tense** and **past tense** throughout writing
- Use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress [for example, *she is drumming*, *he was shouting*]

Punctuation:

- Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences**
- Commas to separate items in a list
- **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]

Key Knowledge:

Noun: A naming word for things, animals, people, places and feelings. Can be common, proper, concrete, abstract or collective.

Noun phrase: A small group of words that does not contain a verb. A noun phrase contains a noun plus words to describe it - for example, 'the spotty, black dog'.

Statement: A sentence that conveys a simple piece of information. For example, 'It is a sunny day today'.

Question: A type of sentence which asks a question. It either begins with one of the question words (who, what, where, when, how, why) or reverses the (pro)noun/verb order in a statement - for example, 'Sarah is washing the dishes' becomes 'Is Sarah washing the dishes?'

Exclamation: A sentence which expresses surprise or wonder, and ends with an exclamation mark in place of a full stop. Begins with the words 'how' or 'what' and must also contain a verb. For example, 'What big eyes you have, Grandma!' or 'How cold it is today!'

Command: A type of sentence which instructs or orders an action to take place. Contains an imperative verb which does not need a subject. Often a command will begin with this imperative verb or with a time connective. For example, 'Eat your dinner. Next add the eggs to the mixture'.

Compound: (In relation to a word) A combination of two or more individual words that have a single meaning. For example, 'football', 'carwash', 'sunflower'.

Adjective: A word which describes a noun, e.g. shiny, fragrant.

Verb: A word used to describe an action, occurrence or state. An essential part of a sentence.

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.

Adverb: A word which describes how a verb action is being carried out, e.g. noisily, very.

Present Tense: Any one of a set of tenses that describe actions which are happening now.

Past Tense: Any one of a set of verb tenses which describe action that took place in the past.

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



	<p>Comma: A punctuation mark used in a sentence to mark a slight break between different parts of a sentence, or to separate clauses in order to reduce ambiguity and increase cohesion.</p> <p>Ambitious Knowledge:</p> <p>Co-ordination: The joining of clauses in a way that gives each one equal importance. For example, 'I am seven and my friend is eight'.</p> <p>Subordination: The joining of clauses and phrases in a way that links a main clause to a subordinate clause that does not stand alone.</p> <p>Present Progressive: A tense which describes an action which began in the past and is still going on now. For example, 'I am learning to speak French'.</p> <p>Past Progressive: Also known as past continuous tense, a form of the past tense where something goes on for a period of time in the past - for example, 'I was walking in the park'. Usually formed by adding the suffix '-ing' to a verb.</p>
<p>Prior Knowledge (Statutory Requirements): Detail of content pupils should be able to recall from Year 1:</p> <p>Word:</p> <ul style="list-style-type: none"> Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) How the prefix un- changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>] <p>Sentence:</p> <ul style="list-style-type: none"> How words can combine to make sentences Joining words and joining clauses using <i>and</i> <p>Text:</p> <ul style="list-style-type: none"> Sequencing sentences to form short narratives <p>Punctuation:</p> <ul style="list-style-type: none"> Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I 	<p>Key Vocabulary:</p> <p>noun noun phrase statement question exclamation command compound adjective verb suffix adverb tense (past, present) apostrophe comma</p>

Birklands Primary School
Year 2 Grammar Overview

