



**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><b>Comma:</b> 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><b>Ambitious Knowledge:</b></p> <p><b>Co-ordination:</b> 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><b>Subordination:</b> 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><b>Present Progressive:</b> 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><b>Past Progressive:</b> 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><b>Prior Knowledge (Statutory Requirements):</b> Detail of content pupils should be able to recall from Year 1:</p> <p><b>Word:</b></p> <ul style="list-style-type: none"> <li>Regular <b>plural noun suffixes</b> –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</li> <li><b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</li> <li>How the <b>prefix un-</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind, or undoing: untie the boat</i>]</li> </ul> <p><b>Sentence:</b></p> <ul style="list-style-type: none"> <li>How <b>words</b> can combine to make <b>sentences</b></li> <li>Joining <b>words</b> and joining <b>clauses</b> using <i>and</i></li> </ul> <p><b>Text:</b></p> <ul style="list-style-type: none"> <li>Sequencing <b>sentences</b> to form short narratives</li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>Separation of <b>words</b> with spaces</li> <li>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></li> <li>Capital letters for names and for the personal <b>pronoun I</b></li> </ul>	<p><b>Key Vocabulary:</b></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**

