

Year 2 grammar coverage

Grammar coverage					
Suffixes – adding “-ness” and “-er” to form a noun: <i>kind – kindness</i> <i>teach – teacher</i> <i>Twinkl Phonics – Spring 2 – not linked to a specific writing task</i>	Adding “-ly” to an adjective to make an adverb: <i>quick – quickly</i> <i>Autumn 1 (and revisited throughout the year)</i> <i>Dish and Spoon – diary entry</i>	Ask a question and use a question mark <i>Autumn 2</i> <i>Jack and the Beanstalk – letter of complaint</i> <i>Spring 1</i> <i>Man on the Moon – persuasive poster</i>	Form simple past tense by adding “-ed”: <i>He played at school.</i> <i>Spring 1</i> <i>Man on the Moon – narrative</i>	Move from generic nouns to specific nouns, eg, “dog” to “terrier” <i>Not taught discretely</i>	Similes using “like”: <i>...like hot chillies...</i> <i>...cold like a glacier</i> <i>Summer 1 – The Tear Thief – narrative</i> <i>Summer 2 – poetry- Writing a seaside poem</i>
Compound nouns: noun + noun (<i>football</i>) adjective + noun (<i>whiteboard</i>) <i>Spring 1 (standalone – not linked to writing)</i>	Coordinating conjunctions to create a compound sentence: <i>or</i> <i>and</i> <i>but</i> <i>Autumn 2</i>	Command, using the imperative form of a verb: <i>give...</i> <i>take...</i> <i>Autumn 2</i> <i>Recipe – George’s Marvellous medicine</i>	Use past continuous (progressive) tense <i>He was playing at school.</i> <i>Summer 1 – not linked to a specific writing task</i>	Temporal connectives: <i>next, last, an hour later</i> <i>Not taught discretely</i> <i>Chn learn the basics in Year 1 (first, next, then, after that, finally) – I develop these connectives throughout Year 2 when modelling writing.</i>	Use the prepositional phrases: <i>behind, above, along, before, between, after</i> <i>Not taught discretely</i>
Suffixes – formation of adjectives by adding “-ful”: <i>care – careful</i> <i>Twinkl Phonics – Spring 2</i> <i>Journey – character description</i>	Subordinate conjunctions to create a complex sentence: <i>when</i> <i>if</i> <i>that</i> <i>because</i> <i>Spring 1</i> <i>Man on the Moon – persuasive letter</i>	Write a sentence that ends with an exclamation mark <i>Autumn 2</i> <i>Rapunzel – narrative with alternative ending</i>	Using commas to separate lists: <i>He had a bag, ball and carpet.</i> <i>Summer 2</i> <i>Tear Thief – setting description</i>	Use first, second and third person with subject-verb agreement <i>Spring 1</i> (first and third person only)	Using determiners/generalisers: <i>most</i> <i>some</i> <i>all</i> <i>many</i> <i>much</i> <i>more</i> <i>Not taught discretely</i>
Suffixes – formation of adjectives by adding “-less”: <i>help – helpless</i> <i>Twinkl Phonics – Spring 2</i>	Write expanded noun phrases: determiner + adjective + noun (<i>the red balloon</i>) determiner + noun + prepositional phrase	Use simple present tense, showing subject-verb agreement: Infinitive (add “s” to the third person) <i>I like</i>	Apostrophes of omission: <i>he didn’t</i> <i>he couldn’t</i> <i>Spring 1</i> <i>Man on the moon – Q&A task</i>	Onomatopoeia <i>Summer 2 (poetry)</i> <i>Seaside poetry</i>	Apostrophes of possession: <i>Summer 1</i> <i>Tear Thief – character description</i> <i>Midsummer Night’s Dream – narrative</i>

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	(the cat in the basket) Autumn 1 (and revisited throughout the year) Setting description (Biscuit Bear) Wanted poster and character description (Dish and Spoon & George's Marvellous Medicine)	he/she likes we like they like you like Not taught discretely			
Suffixes – forming comparative and superlative adjectives by doubling the final letter and adding “-er” and “-est”: <i>big – bigger – biggest</i> Spring 2 (Twinkl phonics)	Write a statement that starts with a capital letter and finishes with a full stop Autumn 2 – CL and FS revisited at the beginning of Y” (and throughout). Difference between statement and command covered with a description exercise to consolidate.	Use present continuous tense: “to be” + “-ing” <i>I am playing</i> <i>he/she is playing</i> <i>they are playing</i> Not taught discretely, although adding -ing to verbs is covered in Aut 1 as part of Twinkl phonics	Alliteration (verb + noun): <i>dancing dandelions</i> <i>hiding hyenas</i> Summer 2 (poetry) Seaside poems		
Spelling		Sentence/ grammar lessons			
Suffixes Adding “-less” Adding “-ful” Adding “-ness” and “-er” to make a noun Doubling the final letter for an adjective and adding “-er” and “-est” Compound nouns Noun + noun = compound noun Adjective + noun = compound noun Adding “-ly” Making an adjective into an adverb		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> 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>			

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<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> <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.	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. 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> 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 and possession 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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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.