

## Year 2 Grammar Curriculum

Punctuation	
Use of <b>capital letters, full stops, question marks</b> and <b>exclamation marks</b> to demarcate sentences	Use <b>commas</b> to separate items in a list
<b>Apostrophes</b> to mark omissions (contractions – isn't, can't) and to mark singular possession in nouns (for example, the girl's name)	Put spoken words (found in a speech bubble) into <b>inverted commas</b> , starting with a capital letter.
Grammar	
Using <b>determiners/generalisers</b> : <i>most, some, all, many, much, more</i>	Use <b>prepositional phrases</b> : <i>behind, above, along, before, between, after</i>
Temporal <b>connectives</b> : <i>next, last, an hour later</i>	Coordinating <b>conjunctions</b> to create a <b>compound sentence</b> : <i>or, and, but</i>
Subordinate <b>conjunctions</b> to create a <b>complex sentence</b> : <i>when, if, that, because</i>	<b>Compound nouns</b> : noun + noun ( <i>football</i> ) adjective + noun ( <i>whiteboard</i> )
Move from generic nouns to <b>specific nouns</b> , eg, "dog" to "terrier"	Use first, second and third person with <b>subject-verb agreement</b>
<b>Command</b> , using the imperative form of a verb: <i>give... take...</i>	Write <b>expanded noun phrases</b> : determiner + adjective + noun ( <i>the red balloon</i> ) determiner + noun + prepositional phrase ( <i>the cat in the basket</i> )
<b>Similes</b> using "like": <i>...like hot chillies... ...cold like a glacier</i>	<b>Onomatopoeia</b>
<b>Alliteration</b> (verb + noun): <i>dancing dandelions, hiding hyenas</i>	Form <b>simple past tense</b> by adding "-ed": <i>He played at school</i>
Use <b>past continuous (progressive) tense</b> : <i>He was playing at school.</i>	Use <b>simple present tense</b> , showing subject-verb agreement: <b>Infinitive (add "s" to the third person)</b> <i>I like, he/she likes, we like, they like, you like</i>
Use <b>present continuous tense</b> : <b>"to be" + "-ing"</b> <i>I am playing, he/she is playing, they are playing</i>	Adding "-ly" to an adjective to make an <b>adverb</b> : <i>quick – quickly</i>
<b>Suffixes</b> : adding "-ness" and "-er" to form a noun: <i>kind – kindness, teach – teacher</i>	<b>Suffixes</b> : formation of adjectives by adding "-ful": <i>care – careful</i>
<b>Suffixes</b> : formation of adjectives by adding "-less": <i>help – helpless</i>	<b>Suffixes</b> : forming comparative and superlative adjectives by doubling the final letter and adding "-er" and "-est": <i>big – bigger – biggest</i>