

St. Anselm's Primary –Grammar Progression

Year 2 Grammar Coverage

Suffixes – adding “-ness” and “- er” to form a noun: kind – kindness teach – teacher	Adding “-ly” to an adjective to make an adverb: quick – quickly	Ask a question and use a question mark	Form simple past tense by adding “-ed”: He played at school.	Move from generic nouns to specific nouns, eg, “dog” to “terrier”	Similes using “like”: ...like hot chilies... ...cold like a glacier
Compound nouns: noun + noun (football) adjective + noun (whiteboard)	Coordinating conjunctions to create a compound sentence: or and but	Command, using the imperative form of a verb: give... take...	Use past continuous (progressive) tense He was playing at school.	Temporal connectives: next, last, an hour later	Use the prepositional phrases: behind, above, along, before, between, after
Suffixes – formation of adjectives by adding “-ful”: care – careful	Subordinate conjunctions to create a complex sentence: when if that because	Write a sentence that ends with an exclamation mark	Using commas to separate lists: He had a bag, ball and carpet.	Use first, second and third person with subject-verb agreement	Using determiners/generalisers: most some all many much more
Suffixes – formation of adjectives by adding “-less”: help – helpless	Write expanded noun phrases: determiner + adjective + noun (the red balloon) determiner + noun + prepositional phrase (the cat in the basket)	Use simple present tense, showing subject-verb agreement: Infinitive (add “s” to the third person) I like he/she likes we like they like you like	Apostrophes of omission: he didn't he couldn't	Onomatopoeia	
Suffixes – forming comparative and superlative adjectives by doubling the final letter and adding “-er” and “-est”: big-bigger-biggest	Write a statement that starts with a capital letter and finishes with a full stop	Use present continuous tense: “to be” + “-ing” I am playing he/she is playing they are playing	To put spoken words (found in a speech bubble) into inverted commas, starting with a capital letter.	Alliteration (verb + noun): dancing dandelions hiding hyenas	

Spelling	Sentence/Grammar Lesson
<p><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”</p> <p><u>Compound nouns</u> Noun + noun = compound noun Adjective + noun = compound noun</p> <p><u>Adding “-ly”</u> Making an adjective into an adverb</p> <p><u>Conjunctions</u> or, and, but, when, because, if, that</p> <p><u>Prepositions</u> behind, above, along, before, between, after</p> <p><u>Generalisers/determiners</u> most, much, more, many, some, all</p> <p><u>Verbs</u> “-ed” and “-ing” verbs Imperative verbs, such as: take, give, cut</p> <p><u>Time connectives</u> next, last, later</p> <p><u>Pronouns</u> I, he, she, we, they, it, you Questions what, where, when, who, how</p> <p>It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.</p>	<p>To recognise verbs with the suffixes “-ed” and “-ing” and how to use these in a sentence</p> <p>To identify imperative verbs and use these in a command – Give me that pen.</p> <p>Subject-verb agreement of the simple present (I like, she likes), adding a “-s” to the third person</p> <p>To learn how and when to use the present continuous – I am sitting on the carpet.</p> <p>To write comparative and superlative adjectives in a sentence to show whether two or more objects are being compared: – The building was big, but the Houses of Parliament were bigger. – Tom was the tallest boy in his class.</p> <p>Write a statement of fact with a capital letter and full stop.</p> <p>Write a question starting with “what”, “where”, “when”, “who” or “how” and a capital letter, finishing with a question mark.</p> <p>Write a short sentence with an exclamation mark.</p> <p>Poems using alliteration to describe either a picture or a painting.</p> <p>Inverted commas: put the spoken word into inverted commas and start with a capital letter.</p> <p>Expanding noun phrases to include an adjective and a prepositional phrase. – The red ball under the table.</p> <p>Onomatopoeia: use pictures to create words and add an exclamation mark. – Ouch!</p> <p>Prepositional phrases – under the carpet..., above the whiteboard...</p> <p>Time connectives – next, last, later.</p> <p>Developing similes using the word “like”</p> <p>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.</p>

Commas to separate lists.

Alliteration: verb + noun – dancing dolphins.

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 bought a new car because my old one broke down.