

Coordinating conjunctions

Words that connect two phrases or **clauses** of equal weight (they make sense by themselves).



We wanted to ride my bike. The tyre was flat.

Becomes

I wanted to ride my bike, **but** the tyre was flat.

Subordinating conjunctions

Words used at the start of a subordinate clause (a clause that needs the main clause in order for it to make sense).



We went to London **when** I was seven.

Main clause (makes sense by itself).

After the film, we went shopping.

Expanded Noun phrases

Table

The table.

The small table.

Noun

Add a determiner

Add an adjective

Commas in a list

Commas are used to separate items in a list.

For example:

In this lesson I must have a pencil, scissors, paper and ruler.

Note: The last item on the list is always separated by 'and'

Apostrophes

Apostrophes show singular possession:

The girl's hat. (The hat belongs to the girl).

Adjective	noun.
Apostrophe	Punctuation mark used to show possession or omission.
Adverb	A word that adds more information about verbs, adjectives or other adverbs
Command	Tell you to do something. Often urgent and short. Get in the car.
Exclamation	Usually begin with How 'or What. Full sentence including a verb. What happened to your car!
Noun	Names of things that we can touch (concrete) and abstract (ideas, emotions).
Past tense	Verb form used describe things that happened in the past.
Present tense	Verb form used to describe things happening right now.
Question	Sentences that ask something or show doubts. Is that your car? Usually end with question mark.
Statement	Sentence that claims something as truth. My car is blue. Ends with full stop.

Statutory Requirements for 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 on page 46 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]

Terminology for pupils noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

Present**SIMPLE PRESENT**

I walk,
you walk,
he/she/it walks,
we walk,
you walk,
they walk

Past**SIMPLE PAST**

I walked,
you walked,
he/she/it walked,
we walked,
you walked,
they walked

Future**SIMPLE FUTURE**

I will walk,
you will walk,
he/she/it will walk,
we will walk,
you will walk,
they will walk

PRESENT CONTINUOUS

I am walking,
you are walking,
he/she/it is walking,
we are walking,
you are walking,
they are walking

PAST CONTINUOUS

I was walking,
you were walking,
he/she/it was walking,
we were walking,
you were walking,
they were walking

FUTURE CONTINUOUS

I will be walking,
you will be walking,
he/she/it will be walking,
we will be walking,
you will be walking,
they will be walking