Grammar and Punctuation

Year 2: Detail of content to be introduced (statutory requirement)	
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 <u>Error! Bookmark not defined.</u> 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