WORD Year 2	SENTENCE Year 2	TEXT Year 2	PUNCTUATION Year 2	TERMINOLOGY Year 2
* 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 *Use of the **suffixes** –er, –est in **adjectives** and the use of –ly in Standard English to turn adjectives into **adverbs**	***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	*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]	*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]	* noun, noun phrase * statement, question, exclamation, command * compound, suffix * adjective, adverb, verb *tense (past, present) *apostrophe, comma

GRAMMAR Objectives	Example
Demarcate sentences using capital letters at the start and full stops, exclamation or question marks at the end.	The endangered animals we are looking at are: tigers, pandas, whales and cheetahs.
Use commas in making lists	The endangered animals we are looking at are: tigers, pandas, whales and cheetahs.
Use adjectives to describe nouns	The wild tiger, the black bear and the swimming whale.
Use conjunctions to join ideas in longer sentences Co-ordination: using 'and', 'or' and 'but' (Compound) Subordination: using 'when', 'where', 'if', 'that' and 'because' (Complex)	Children need to start using compound and complex sentences in their writing: When the tiger came to tea, he ate up all the food and drank up all the water. If another tiger comes to tea, we have some tins of tiger-food.
Use and distinguish past and present text	In a story it is often past tense: The tiger went to the cupboard and took out all the tins. He drank up all the water in the tap. In a description of something which is true now, it is present tense. My favourite colour is red. I like playing princesses and magic games best.
Use adjectival phrases to describe nouns	The tiger that came to tea was lovely and gentle.
Use apostrophes for contracted forms – relate this to differences between spoken & written English	Encourage children to write speech in a realistic way, e.g. I don't want to come home!