

National Curriculum 2014 Planning Document

Y2

Vocabulary, Grammar and Punctuation Appendix

This document contains the Y2 Vocabulary, Grammar and Punctuation appendix and should be used to support the planning, teaching and learning of Spelling in Year 2.

| Year 2: Detail of content to be introduced (statutory requirement) |
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| **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 **Error! Bookmark not defined.** 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 writingUse of the **progressive** formof **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 phrasestatement, question, exclamation, commandcompound, suffixadjective, adverb, verbtense (past, present)apostrophe, comma |