

# YEAR 2

Year 2: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	<p>Formation of <b>nouns</b> using <b>suffixes</b> such as <i>-ness</i>, <i>-er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>]</p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>-ful</i>, <i>-less</i></p> <p>(A fuller list of <b>suffixes</b> can be found on page <a href="#">46</a> in the year 2 spelling section in English Appendix 1)</p> <p>Use of the <b>suffixes</b> <i>-er</i>, <i>-est</i> in <b>adjectives</b> and the use of <i>-ly</i> in Standard English to turn adjectives into <b>adverbs</b></p>
<b>Sentence</b>	<p><b>Subordination</b> (using <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>) and <b>co-ordination</b> (using <i>or</i>, <i>and</i>, <i>but</i>)</p> <p>Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>]</p> <p><b>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</b></p>
<b>Text</b>	<p>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</p> <p>Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming</i>, <i>he was shouting</i>]</p>
<b>Punctuation</b>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p> <p>Commas to separate items in a list</p> <p><b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>
<b>Terminology for pupils</b>	<p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>

## Useful definitions:

<p>adjective</p>	<p>The surest way to identify adjectives is by the ways they can be used:</p> <ul style="list-style-type: none"> <li>▪ before a noun, to make the noun's meaning more specific (i.e. to <u>modify</u> the noun), or</li> <li>▪ after the verb <i>be</i>, as its <u>complement</u>.</li> </ul> <p>Adjectives cannot be modified by other adjectives. This distinguishes them from <u>nouns</u>, which can be.</p> <p>Adjectives are sometimes called 'describing words' because they pick out single characteristics such as size or colour. This is often true, but it doesn't help to distinguish adjectives from other word classes,</p>	<p><i>The pupils did some really <u>good</u> work.</i> [adjective used before a noun, to modify it]</p> <p><i>Their work was <u>good</u>.</i> [adjective used after the verb <i>be</i>, as its complement]</p> <p>Not adjectives:</p> <p><i>The lamp <u>glowed</u>.</i> [verb]</p> <p><i>It was such a bright <u>red</u>!</i> [noun]</p> <p><i>He spoke <u>loudly</u>.</i> [adverb]</p> <p><i>It was a French <u>grammar</u> book.</i> [noun]</p>
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<p>adverb</p>	<p>The surest way to identify adverbs is by the ways they can be used: they can <u>modify</u> a <u>verb</u>, an <u>adjective</u>, another adverb or even a whole clause.</p> <p>Adverbs are sometimes said to describe manner or time. This is often true, but it doesn't help to distinguish adverbs from other word classes that can be used as <u>adverbials</u>, such as <u>preposition phrases</u>, <u>noun phrases</u> and <u>subordinate clauses</u>.</p>	<p><i>Usha <u>soon</u> started snoring <u>loudly</u>.</i> [adverbs modifying the verbs <i>started</i> and <i>snoring</i>]</p> <p><i>That match was <u>really</u> exciting!</i> [adverb modifying the adjective <i>exciting</i>]</p> <p><i>We don't get to play games <u>very</u> often.</i> [adverb modifying the other adverb, <i>often</i>]</p> <p><i><u>Fortunately</u>, it didn't rain.</i> [adverb modifying the whole clause 'it didn't rain' by commenting on it]</p> <p>Not adverbs:</p> <ul style="list-style-type: none"> <li>▪ <i>Usha went <u>up the stairs</u>.</i> [preposition phrase used as adverbial]</li> <li>▪ <i>She finished her work <u>this evening</u>.</i> [noun phrase used as adverbial]</li> <li>▪ <i>She finished <u>when the teacher got cross</u>.</i> [subordinate clause used as adverbial]</li> </ul>
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<p>co-ordinate, co-ordination</p>	<p>Words or phrases are co-ordinated if they are linked as an equal pair by a co-ordinating <u>conjunction</u> (i.e. <i>and</i>, <i>but</i>, <i>or</i>).</p> <p>In the examples on the right, the co-ordinated elements are shown in bold, and the conjunction is underlined.</p> <p>The difference between co-ordination and <u>subordination</u> is that, in subordination, the two linked elements are not equal.</p>	<p><i>Susan <b>and</b> Amra met in a café.</i> [links the words <i>Susan</i> and <i>Amra</i> as an equal pair]</p> <p><i><b>They talked</b> <u>and</u> <b>drank tea</b> for an hour.</i> [links two clauses as an equal pair]</p> <p><i>Susan got a bus <u>but</u> Amra walked.</i> [links two clauses as an equal pair]</p> <p>Not co-ordination: <i>They ate <u>before</u> they met.</i> [<i>before</i> introduces a subordinate clause]</p>
<p>noun</p>	<p>The surest way to identify nouns is by the ways they can be used after <u>determiners</u> such as <i>the</i>: for example, most nouns will fit into the frame "The ___ matters/matter."</p> <p>Nouns are sometimes called 'naming words' because they name people, places and 'things'; this is often true, but it doesn't help to distinguish nouns from other <u>word classes</u>. For example, <u>prepositions</u> can name places and <u>verbs</u> can name 'things' such as actions.</p> <p>Nouns may be classified as <b>common</b> (e.g. <i>boy</i>, <i>day</i>) or <b>proper</b> (e.g. <i>Ivan</i>, <i>Wednesday</i>), and also as <b>countable</b> (e.g. <i>thing</i>, <i>boy</i>) or <b>non-countable</b> (e.g. <i>stuff</i>, <i>money</i>). These classes can be recognised by the determiners they combine with.</p>	<p><i>Our <u>dog</u> bit the <u>burglar</u> on his <u>behind</u>!</i></p> <p><i>My big <u>brother</u> did an amazing <u>jump</u> on his <u>skateboard</u>.</i></p> <p><i><u>Actions</u> speak louder than <u>words</u>.</i></p> <p>Not nouns:</p> <ul style="list-style-type: none"> <li>▪ <i>He's <u>behind</u> you!</i> [this names a place, but is a preposition, not a noun]</li> <li>▪ <i>She can <u>jump</u> so high!</i> [this names an action, but is a verb, not a noun]</li> </ul> <p>common, countable: <i>a <u>book</u>, <u>books</u>, two <u>chocolates</u>, one <u>day</u>, fewer <u>ideas</u></i></p> <p>common, non-countable: <i><u>money</u>, some <u>chocolate</u>, less <u>imagination</u></i></p> <p>proper, countable: <i><u>Marilyn</u>, <u>London</u>, <u>Wednesday</u></i></p>

<p>noun phrase</p>	<p>A noun phrase is a <u>phrase</u> with a noun as its <u>head</u>, e.g. <i>some foxes</i>, <i>foxes with bushy tails</i>. Some grammarians recognise one-word phrases, so that <i>foxes are multiplying</i> would contain the noun <i>foxes</i> acting as the head of the noun phrase <i>foxes</i>.</p>	<p><i>Adult foxes can jump.</i> [<i>adult</i> modifies <i>foxes</i>, so <i>adult</i> belongs to the noun phrase]</p> <p><i>Almost all healthy adult foxes in this area can jump.</i> [all the other words help to modify <i>foxes</i>, so they all belong to the noun phrase]</p>
<p>past tense</p>	<p><u>Verbs</u> in the past tense are commonly used to:</p> <ul style="list-style-type: none"> <li>▪ talk about the past</li> <li>▪ talk about imagined situations</li> <li>▪ make a request sound more polite.</li> </ul> <p>Most verbs take a <u>suffix</u> <i>-ed</i>, to form their past tense, but many commonly-used verbs are irregular.</p> <p>See also <u>tense</u>.</p>	<p><i>Tom and Chris <u>showed</u> me their new TV.</i> [names an event in the past]</p> <p><i>Antonio <u>went</u> on holiday to Brazil.</i> [names an event in the past; irregular past of <i>go</i>]</p> <p><i>I wish I <u>had</u> a puppy.</i> [names an imagined situation, not a situation in the past]</p> <p><i>I <u>was</u> hoping you'd help tomorrow.</i> [makes an implied request sound more polite]</p>
<p>present tense</p>	<p><u>Verbs</u> in the present tense are commonly used to:</p> <ul style="list-style-type: none"> <li>▪ talk about the present</li> <li>▪ talk about the <u>future</u>.</li> </ul> <p>They may take a suffix <i>-s</i> (depending on the <u>subject</u>).</p> <p>See also <u>tense</u>.</p>	<p><i>Jamal <u>goes</u> to the pool every day.</i> [describes a habit that exists now]</p> <p><i>He <u>can</u> swim.</i> [describes a state that is true now]</p> <p><i>The bus <u>arrives</u> at three.</i> [scheduled now]</p> <p><i>My friends <u>are</u> coming to play.</i> [describes a plan in progress now]</p>
<p>progressive</p>	<p>The progressive (also known as the 'continuous') form of a <u>verb</u> generally describes events in progress. It is formed by combining the verb's present <u>participle</u> (e.g. <i>singing</i>) with a form of the verb <i>be</i> (e.g. <i>he was singing</i>). The progressive can also be combined with the <u>perfect</u> (e.g. <i>he has been singing</i>).</p>	<p><i>Michael <u>is singing</u> in the store room.</i> [present progressive]</p> <p><i>Amanda <u>was making</u> a patchwork quilt.</i> [past progressive]</p> <p><i>Usha <u>had been practising</u> for an hour when I called.</i> [past perfect progressive]</p>

<p><b>subordinate, subordination</b></p>	<p>A subordinate word or phrase tells us more about the meaning of the word it is subordinate to.</p> <p>Subordination can be thought of as an unequal relationship between a subordinate word and a main word.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>▪ an adjective is subordinate to the noun it <u>modifies</u></li> <li>▪ <u>subjects</u> and <u>objects</u> are subordinate to their <u>verbs</u>.</li> </ul> <p>Subordination is much more common than the equal relationship of <u>co-ordination</u>.</p> <p>See also <u>subordinate clause</u>.</p>	<p><u>big dogs</u> [<i>big</i> is subordinate to <i>dogs</i>]</p> <p><u>Big dogs need long walks</u>. [<i>big dogs</i> and <i>long walks</i> are subordinate to <i>need</i>]</p> <p><u>We can watch TV when we've finished</u>. [<i>when we've finished</i> is subordinate to <i>watch</i>]</p>
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<p><b>verb</b></p>	<p>The surest way to identify verbs is by the ways they can be used: they can usually have a <u>tense</u>, either <u>present</u> or <u>past</u> (see also <u>future</u>).</p> <p>Verbs are sometimes called 'doing words' because many verbs name an action that someone does; while this can be a way of recognising verbs, it doesn't distinguish verbs from <u>nouns</u> (which can also name actions). Moreover many verbs name states or feelings rather than actions.</p> <p>Verbs can be classified in various ways: for example, as <u>auxiliary</u>, or <u>modal</u>; as <u>transitive</u> or <u>intransitive</u>; and as states or events.</p>	<p><u>He lives in Birmingham</u>. [present tense]</p> <p><u>The teacher wrote a song for the class</u>. [past tense]</p> <p><u>He likes chocolate</u>. [present tense; not an action]</p> <p><u>He knew my father</u>. [past tense; not an action]</p> <p>Not verbs:</p> <ul style="list-style-type: none"> <li>▪ <u>The walk to Halina's house will take an hour</u>. [noun]</li> <li>▪ <u>All that surfing makes Morwenna so sleepy!</u> [noun]</li> </ul>
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