

## Grammar

Some of the key grammar skills we will be covering this year:

Investigate the different word classes.	nouns and noun phrases -names of objects proper nouns—names of people and places, always has a capital letter pronouns—he, she, they, it, I, me verbs—action words adjectives—describing words adverbs— -ly words that describe a verb conjunctions—and, because, but, so, or time connectives—next, after, soon, later, then prepositions—words to do with position
Understand the term synonyms	Synonyms—words that mean the same
1st and 3rd person writing	1st person—uses I, me, my 3rd person—uses peoples names, he, she, they
Verb Tenses	Understand the terms past tense and present tense. Knowing how verbs change when something has already taken place (jump/jumped, run/ran, take/took)
Understand comparatives and superlatives	Comparatives— <u>bigger</u> , <u>stronger</u> Superlatives— <u>biggest</u> , <u>strongest</u>
Know the different sentence types	All children should know simple and compound sentences. They should also be able to identify statements, questions, exclamations and commands.
Person Verb Agreement	(I run, you run, he runs, they run)
Figures of speech	Similes—comparing two things using like or as Alliteration— <b>br</b> ight <b>bl</b> ue <b>bal</b> loon
Suffixes	~ness, ~er, ~est, ~ly, ~ed, ~ing



# Year 2

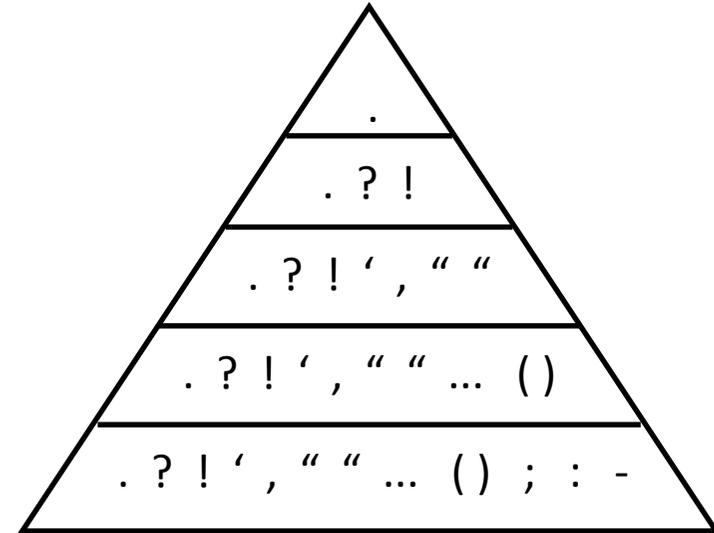
# English

## Sentence Types

At Year 2 children are becoming independent writers who are taught to use different types of sentences types to make their writing lively and interesting. The following table shows the different sentence types that are taught.

A <b>set of 3</b> —A sentence that has three adjectives before the noun,	It was a <b>long, dark, leafy</b> street.
<b>Simile sentences</b> —begin to write sentences that include similes.	The moon hung above us <b>like a calm pale face</b> .
Sentences with connective openers. (next, when, after that, soon, later)	<b>When</b> it stops raining, I can go to play. <b>Later on</b> that day, the dog found another
A <b>BOYS</b> sentence (but, or, so)	He could be really friendly <b>or</b> he could be miserable.
Questions that use either who, what, when, where, why, would,	<b>Why</b> do you think he ran away? <b>When</b> are we going home? <b>What</b> flavour ice cream would you like?
An <b>-ly sentence</b> —has two adverbs at the end of the sentence separated	He swam <b>slowly and carefully</b> .
A <b>Short Sentence</b> —a one or two word sentence for dramatic effect.	Help! Oh no!

## Punctuation



- .** A **full stop** is used to show the end of a sentence.
- ?** **Question marks** are used at the end of a sentence to show a question. *It's rather warm today isn't it?*
- !** **Exclamation Marks** used to show urgency or emotion. *Stop!*
- ,** **Commas** are used to separate items in a list. *I want bread, milk, potatoes and cheese.*
- “ ”** **Speech marks, also known as inverted commas,** show what is spoken aloud. *“I will just finish reading this page,” he mumbled.*
- '** **Apostrophes** are used to show omission, *can't instead of can not.*