

## **Year 2: Levels 1A – 2B**

***For your weekly spellings please use the relevant spelling lists for your Literacy Skills Group.***

### **Key Grammar Objectives**

#### **Verbs/Adverbs**

- Correct choice and consistent use of present tense and past tense - throughout writing
- Use of progressive form of verbs in the present tense to mark actions in progress
- Use of progressive form of verbs in the past tense to mark actions in progress
- Turn adjectives into adverbs

#### **Nouns/Adjectives**

- Plural noun suffixes
- Formation of nouns using suffixes
- Formation of adjectives
- Expanded noun phrases for description and specification

### **STA Framework – By the end of KS1 expectation:**

- Using some expanded noun phrases to describe and specify

### **Grammar & Punctuation Objectives linked to English Curriculum**

(Instructions)

- To use temporal connectives as openers to order written instructions.
- To identify different types of simple sentences – statements, questions, exclamations and commands, and their related punctuation.
- To use imperative verbs at the beginning or near the beginning of each instruction.
- To identify prepositions in instructions.
- To use prepositions to make instructions more precise.

(Poems – language patterns)

- To use commas at the end of each line and a full stop at the end of the poem.
- To use a capital letter at the beginning of every line.
- To identify nouns, verbs and adjectives.

(Non-chronological Report)

- To use expanded noun phrases.
- To use commas in a list.
- To use similes to make comparisons and engage the reader.
- To identify and use time connectives.
- To identify and use additional connectives.
- To choose and write in the correct tense (past and present).

(Re-telling a story)

- To identify informal speech through the use of apostrophes for contractions.
- To use apostrophes for contractions.
- To use inverted commas for direct speech.
- To consistently write in the past tense, including auxiliary verbs (progressive form), e.g. He was shouting.
- To write in the first person.

(Explanation)

- To identify causal and temporal connectives and explain their purpose.
- To identify verbs in their present tense form.

- To write in the present tense, including auxiliary verbs (progressive form) for captions, e.g. The machine *is squashing* the metal.
- To use causal connectives for subordination, e.g. *because, when, if*.
- To use a comma before a subordinating connective.

(Persuasion)

- To understand what a pronoun is, and to use personal pronouns to persuade.
- To recognise and construct expanded noun phrases, through the use of adjectives.
- To use question marks for rhetorical questions.
- To use exclamation marks when exaggerating.

(Poetry – free verse)

- To use a full stop at the end of each verse.
- To use expanded noun phrases.
- To use similes to make comparisons and create imagery.

(Traditional stories)

- To understand and recognise direct speech.
- To know how to punctuate direct speech.
- To use exclamation marks and ellipses for dramatic effect.
- To know how a compound sentence is different from a simple sentence.
- To write compound sentences using co-ordinating the conjunctions *and, but, or*.

Extended Stories 1)

- To write consistently in the past tense.
- To use apostrophes to mark singular possession in nouns, e.g. Roald Dahl's books....
- To use capital letters for proper nouns and titles of books (main words, not connecting words).

(Extended Stories 2)

- To generate expanded noun phrases and descriptive verbs for effect to describe their own character/s.
- To include a question mark at the end of every question.
- To use personal pronouns to address the reader, e.g. 'You and I...', 'We...'
- To know how a compound sentence is different from a simple sentence.
- To write compound sentences using co-ordinating the conjunctions *and, but, or*.

(Extended Stories 3)

- To identify direct speech and know where inverted commas are used to demarcate direct speech.
- To use descriptive verbs instead of 'said' to match the personality and feelings of each character.
- To use apostrophes for contractions in informal speech.

(Extended Stories 4)

- To use inverted commas to demarcate direct speech.
- To use descriptive verbs instead of 'said' to match the personality and feelings of each character.
- To use apostrophes for contractions in informal speech.
- To write exclamative sentences, using exclamation marks.

(Extended Stories 5)

- To generate precise nouns to match their setting/action.
- To use ...ly and ...ing words as sentence openers.

- To use connectives for subordination, e.g. *because, when, if, that*.
- To use a comma before a subordinating connective.

(Narrative – different stories by the same author)

- To use expanded noun phrases with well-chosen adjectives to describe the setting and characters.
- To use verbs and adverbs to describe how a character speaks. ('Hide in here,' Tom whispered quietly)
- To use the connectives 'when, if because' for subordination.

(Historical recount)

- To use expanded noun phrases using adjectives and prepositions e.g. the ferocious waves lashed against the ship's hull
- To use ambitious verbs and adverbs to retell the events e.g. the ship's flag proudly billowed in the wind
- To use commas in a list e.g. the small, narrow streets.
- To identify and use time connectives to sequence events.
- To identify and use additional connectives.

(Descriptive narrative)

- To identify onomatopoeia and use it when writing descriptions.
- To create complex sentences using subordinating connectives.

(Recount Diary)

- To use exclamation marks for effect, showing characterisation e.g. *I couldn't believe it!*
- To create complex sentences using subordinating connectives.

(Non-chronological report)

- To identify and create factual descriptions using expanded noun phrases, e.g. strong, steel arms with reinforced elbows
- To use the coordinating conjunctions *and, but, so* to create compound sentences.
- To use the subordinating connectives *because* and *when* to create complex sentences, e.g. Iron Men are made of strong materials because... Iron Men become rusty when...
- To identify and use collective nouns, e.g. Iron Men not 'the Iron Man'.

(Recount – newspaper report)

- To use inverted commas when including direct quotes from eye witnesses.
- To use the subordinating connectives *because* and *when* to create complex sentences.

(Narrative)

- To identify and use progressive forms of verbs in the past tense. (e.g. *he was shouting* instead of *he shouted*)
- To use adverbial phrases to add detail in action scenes.
- To use shorter sentence lengths to build up tension.