



J H Godwin Primary School - GPAS Coverage Year 2

Grammar Coverage					
Suffixes - adding "-ness" and "-er" to form a noun: <i>kind - kindness</i> <i>teach - teacher</i>	Adding "-ly" to an adjective to make an adverb: <i>quick - quickly</i>	Ask a question and use a question mark	Form simple past tense by adding "-ed": <i>He played at school.</i>	Move from generic nouns to specific nouns, eg, "dog" to "terrier"	Similes using "like": <i>...like hot chilies...</i> <i>...cold like a glacier</i>
Compound nouns: noun + noun (<i>football</i>) adjective + noun (<i>whiteboard</i>)	Coordinating conjunctions to create a compound sentence: <i>or</i> <i>and</i> <i>but</i>	Command, using the imperative form of a verb: <i>give...</i> <i>take...</i>	Use past continuous (progressive) tense <i>He was playing at school.</i>	Temporal connectives: <i>next, last, an hour</i> <i>later</i>	Use the prepositional phrases: <i>behind, above, along,</i> <i>before, between, after</i>
Suffixes - formation of adjectives by adding "-ful": <i>care - careful</i>	Subordinate conjunctions to create a complex sentence: <i>when</i> <i>if</i> <i>that</i> <i>because</i>	Write a sentence that ends with an exclamation mark	Using commas to separate lists: <i>He had a bag, ball and carpet.</i>	Use first, second and third person with subject-verb agreement	Using determiners/generalisers: <i>most</i> <i>some</i> <i>all</i> <i>many</i> <i>much</i> <i>more</i>
Suffixes - formation of adjectives by adding "-less": <i>help - helpless</i>	Write expanded noun phrases: determiner + adjective + noun (<i>the red balloon</i>) determiner + noun + prepositional phrase (<i>the cat in the basket</i>)	Use simple present tense, showing subject-verb agreement: Infinitive (add "s" to the third person) <i>I like</i> <i>he/she likes</i> <i>we like</i> <i>they like</i> <i>you like</i>	Apostrophes of omission: <i>he didn't</i> <i>he couldn't</i>	Onomatopoeia	



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Suffixes – forming comparative and superlative adjectives by doubling the final letter and adding “-er” and “-est”: <i>big - bigger - biggest</i>	Write a statement that starts with a capital letter and finishes with a full stop	Use present continuous tense: “to be” + “-ing” <i>I am playing</i> <i>he/she is playing</i> <i>they are playing</i>	To put spoken words (found in a speech bubble) into inverted commas, starting with a capital letter.	Alliteration (verb + noun): <i>dancing dandelions</i> <i>hiding hyenas</i>	
Spelling		Sentence/ Grammar Lessons			
<u>Suffixes</u> Adding “-less” Adding “-ful” Adding “-ness” and “-er” to make a noun Doubling the final letter for an adjective and adding “-er” and “-est” <u>Compound nouns</u> Noun + noun = compound noun Adjective + noun = compound noun <u>Adding “-ly”</u> Making an adjective into an adverb <u>Conjunctions</u> <i>or, and, but, when, because, if, that</i> <u>Prepositions</u> <i>behind, above, along, before, between, after</i> <u>Generalisers/determiners</u> <i>most, much, more, many, some, all</i>		To recognise verbs with the suffixes “-ed” and “-ing” and how to use these in a sentence To identify imperative verbs and use these in a command – <i>Give me that pen.</i> Subject-verb agreement of the simple present (<i>I like, she likes</i>), adding a “-s” to the third person To learn how and when to use the present continuous – <i>I am sitting on the carpet.</i> To write comparative and superlative adjectives in a sentence to show whether two or more objects are being compared: – <i>The building was big, but the Houses of Parliament were bigger.</i> – <i>Tom was the tallest boy in his class.</i> Write a statement of fact with a capital letter and full stop Write a question starting with “what”, “where”, “when”, “who” or “how” and a capital letter, finishing with a question mark Write a short sentence with an exclamation mark Poems using alliteration to describe either a picture or a painting.			



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Verbs

"-ed" and "-ing" verbs

Imperative verbs, such as: *take, give, cut*

Time connectives

next, last, later

Pronouns

I, he, she, we, they, it, you

Questions

what, where, when, who, how

It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.

Complete Read, Write Inc Progression

Inverted commas: put the spoken word into inverted commas and start with a capital letter.

Expanding noun phrases to include an adjective and a prepositional phrase. - *The red ball under the table*

Onomatopoeia: use pictures to create words and add an exclamation mark. - *Ouch!*

Prepositional phrases - *under the carpet..., above the whiteboard...*

Time connectives - *next, last, later*

Developing similes using the word "like"

Up-levelling sentences by replacing a generic noun with a specific noun to create different effects. This can then be developed with adding an adjective and adverb

Commas to separate lists

Alliteration: verb + noun - *dancing dolphins*

Apostrophes of omission

Write two simple sentences and join them together with "and", "but" or "or"

Write a complex sentence using "because", "when", "it" or "that", placing the conjunction in the middle of the sentence - *I bought a new car because my old one broke down.*

Spelling Patterns Using Spelling Shed



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1. The /j/ sound spelled -dge at the end of words. This spelling is used after the short vowel sounds.
2. The /j/ sound spelled -ge at the end of words. This spelling comes after all sounds other than the 'short vowels.'
3. The /j/ sound spelled with a g.
4. The /s/ sound spelled c before e, i and y.
5. The /n/ sound spelled kn and gn at the beginning of words.
6. Challenge Words
7. The /r/ sound spelled 'wr' at the beginning of words.
8. The /l/ or /ul/ sound spelled '-le' at the end of words.
9. The /l/ or /ul/ sound spelled '-el' at the end of words. This spelling is used after m, n, r, s, v, w and commonly s.
10. The /l/ or /ul/ sound spelled '-al' at the end of words.
11. Words ending in '-il.'
12. Challenge Words
13. The long vowel 'i' spelled with a y at the end of words.
14. Adding '-es' to nouns and verbs ending in 'y.'
15. Adding '-ed' to words ending in y. The y is changed to an i.
16. Adding '-er' to words ending in y. The y is changed to an i.
17. Adding 'ing' to words ending in 'e' with a consonant before it.
18. Challenge Words
19. Adding 'er' to words ending in 'e' with a consonant before it.
20. Adding '-ing' to words of one syllable. The last letter is doubled to keep the short vowel sound.
21. Adding '-ed' to words of one syllable. The last letter is doubled to keep the short vowel sound.
22. The 'or' sound spelled 'a' before ll and ll
23. The short vowel sound 'o.'
24. Challenge Words
25. The /ee/ sound spelled '-ey'
26. Words with the spelling 'a' after w and qu.
27. The /er/ and /or/ sound spelled with or or ar.
28. The /z/ sound spelled s.
29. The suffixes '-ment' and '-ness'
30. The suffixes '-ful' and '-less' If a suffix starts with a consonant letter. It is added straight onto most root words.
31. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings
32. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
33. Words ending in '-tion.'



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- 34. Contractions - the apostrophe shows where a letter or letters would be if the words were written in full.
- 35. The possessive apostrophe (singular)
- 36. Challenge Words

Plus the common exception words - see Spelling Shed

Alan Peat Sentence Types

Terminology pupils should be introduced to is in bold.

Year 2 - Alan Peat Sentence Type	Examples	Additional points to be taught through the sentence type
List sentences No less than three and no more than four adjectives before the noun. Can be very dramatic when combined with alliteration	It was a dark, long, leafy lane	Make it explicit to the children that sometimes list sentences use a list of adjectives as well as noun
BOBs sentences (used to be BOYS) But, Or, Because, So Two-part sentence - first part ends with a comma and second part begins with a co-ordinating conjunction (BOBS). No comma before because.	She ran down the road because a man was chasing her. He wept buckets, so he had to blow his nose.	Comma before some conjunction . Compound sentences
-ly sentence begins with an -ly adverb	Silently , the bow swam across the river	Commas after fronted adverbials
First word last sentences Start with a key word, expand upon that key word, then repeat the same key word at the end of the sentence	Brilliant , the whole day was just brilliant!	Repetition, Exclamation
What +! sentences Begin with the word 'what' followed by an adjective to describe the final word/s of the sentence. Senses can be used to improve vocabulary choices.	What a lovely day! What a delicious smell! What an awful din!	Exclamation mark Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition



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Noun – adjective pair – sentences Works on a show and tell basis where name and details form the main clause	Little Johnny – happy and generous – was always fun to be around.	Adjectives Noun
Similes Some should be banned (cold as ice, hot as the sun etc) If using banned similes, make more interesting by adding a 'where?' and 'when?' to the end of the cliché	The moon hung above us like a patient, pale white face Although it was August, it was as cold as a late December evening	Poetic device Figurative language

Handwriting

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters