

Grammar, Punctuation and Spelling Knowledge Organiser Year 2

By the end of Year 2, children should be able to tell the difference between statements, questions, commands and exclamations. Children should be able to use commas correctly in lists and apostrophes for contraction and possession. Children should be able to use a range of suffixes and understand how they affect words. To connect their ideas, children should develop a range of conjunctions [eg. and, but, or, when, if, that, because]. Children should be able to write longer pieces of writing with more detail (including expanded noun phrases) and write in the same tense.

Vocabulary and Grammar		Example
Word	<p>Suffix: a group of letters added to the end of a word to change its meaning.</p> <p>The suffix -ness can turn adjectives into nouns.</p> <p>The suffix -er can show who is doing an action.</p> <p>The suffix -ful and -less can be added to other words to create adjectives.</p> <p>The suffix -er and -est added to adjectives makes comparatives or something more</p> <p>The suffix -ly can be added to turn adjectives into adverbs.</p> <p>Compound words: Nouns can be created by putting words together</p>	<p>sad, sadness, cold, coldness help, helper happy, happiness</p> <p><i>When an adjective ends in a 'y', this should be replaced by an 'i' when adding -ness or -er.</i></p> <p>help, helpful, joy, joyful home, homeless</p> <p>tall, taller happy, happiest</p> <p>slow, slowly</p> <p>post + man = postman class + room = classroom</p>
	<p>Conjunctions: The co-ordinating conjunctions 'and', 'or' and 'but' join equal parts of a sentence</p> <p>The subordinating conjunctions 'when', 'if', 'that' and 'because' introduce a subordinate clause (which doesn't make sense on its own).</p> <p>Expanded noun phrases: These use adjectives to describe nouns</p> <p>Sentence Types Sentences can be statements, questions, commands and exclamations.</p>	<p>Mum wanted to make an apple pie but there were no apples in the shop.</p> <p>We couldn't go to the park because it was raining.</p> <p>the blue butterfly, plain flour, the man in the moon</p>
	<p>Past and present tense: The past tense shows something has already happened.</p> <p>The present tense shows it happens now.</p> <p>By adding -ing, this shows it is still happening. This is called the past or present progressive tense.</p>	<p>went, played</p> <p>go, play</p> <p>she is drumming she was drumming</p>

Key Terminology in Year 2							
Noun	Noun Phrase	Statement	Question	Exclamation	Command	Compound	
Suffix	Adjective	Verb	Adverb	Apostrophe	Comma	Tense	Past Present

Punctuation	Example
<p>Statements These tell the reader a fact, idea or opinion and end with a full stop.</p>	The door opened slowly.
<p>Questions These are asked to gain more information. They usually begin with who, what, where, when why or how and end with a question mark.</p>	Which toy would you like?
<p>Commands These tell someone to do something. They usually start with an imperative verb.</p>	Open the cupboard.
<p>Exclamations These are forceful statements which express high levels of emotion. They begin with 'how' or 'what' and end with an exclamation mark.</p>	What big teeth you have Grandma! How sharp your teeth are!
<p>Commas These are used to separate items in a list.</p>	Tom bought milk, bread and sugar.
<p>Apostrophes These can show contraction to show missing letters when two words are put together. These show when something belongs to someone.</p>	have not = haven't Sarah's pencil Ben's idea

Common Exception Words in Year 2

after	cold	hour	path
again	could	improve	people
any	door	kind	plant
bath	even	last	poor
beautiful	every	many	pretty
because	everybody	mind	prove
behind	eye	money	should
both	fast	most	steak
break	father	move	sugar
busy	find	Mr	sure
child	floor	Mrs	told
children	gold	old	water
Christmas	grass	only	who
class	great	parents	whole
climb	half	pass	wild
clothes	hold	past	would

In Year 2, children will:

- segment spoken words into phonemes and representing these by graphemes, spelling many correctly
- learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learn to spell common exception words
- learn to spell more words with contracted forms
- distinguish between homophones and near-homophones
- learn to add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidelines, as listed in English Appendix I ([click here to see](#))
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.