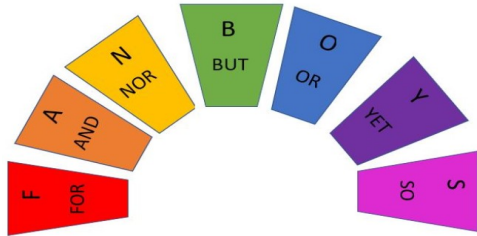


Coordinating conjunctions

Words that connect two phrases or **clauses** of equal weight (they make sense by themselves).

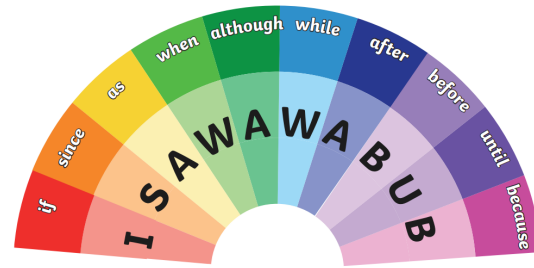


We wanted to ride my bike. The tyre was flat.
Becomes

I wanted to ride my bike, **but** the tyre was flat.

Subordinating conjunctions

Words used at the start of a subordinate clause (a clause that needs the main clause in order for it to make sense).



We went to London **when** I was seven.

Main clause (makes sense by itself).

After the film, we went shopping.

Vocabulary

| | |
|---------------|---|
| Adjective | A word that adds more information about a noun. |
| Apostrophe | Punctuation mark used to show possession or omission. |
| Adverb | A word that adds more information about verbs, adjectives or other adverbs |
| Command | Tell you to do something. Often urgent and short. <i>Get in the car.</i> |
| Exclamation | Usually begin with 'How' or 'What'. Full sentence including a verb. <i>What happened to your car!</i> |
| Noun | Names of things that we can touch (concrete) and abstract (ideas, emotions). |
| Past tense | Verb form used describe things that happened in the past. |
| Present tense | Verb form used to describe things happening right now. |
| Question | Sentences that ask something or show doubts. <i>Is that your car?</i> Usually end with question mark. |
| Statement | Sentence that claims something as truth. <i>My car is blue.</i> Ends with full stop. |

Expanded Noun phrases



End of year 2 expectations.

- **Subordination** (using when, if, that, or because) and **co-ordination** (using or, and, or but)
- **Expanded noun phrases** for description and specification
- How the grammatical patterns in a sentence indicate its function as a **statement, question, exclamation or command**
- Correct choice and consistent use of **present tense** and **past tense** throughout writing
- Use of the progressive form of verbs in the present and past tense to mark actions in progress
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
- **Commas** to separate items in a list
- **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns

Commas in a list

Commas are used to separate items in a list.

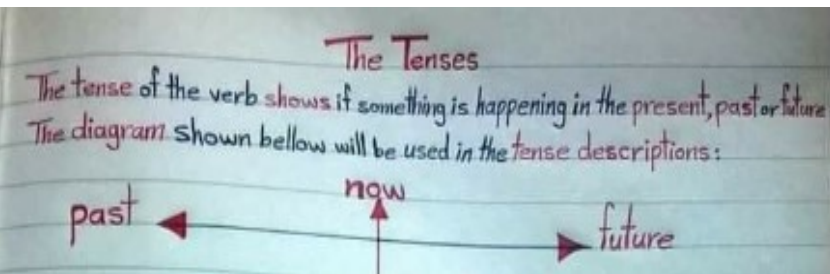
For example:

In this lesson I must have a pencil, scissors, paper and ruler.

Note: The last item on the list is always separated by 'and'

Apostrophes

Apostrophes show singular possession:
The girl's hat. (The hat belongs to the girl).



| | | |
|------------------------|--|--|
| 4. Present progressive | | Mahmoud <i>is studying</i> right now. |
| 5. Past progressive | | Mahmoud <i>was studying</i> when they came. |
| 6. Future progressive | | Mahmoud <i>will be studying</i> when you come. |

Topic: Punctuation and Grammar

Year: 1

Strand: English Curriculum

| | | |
|--|----------------|--------------|
| Question 1: Which of these defines an adjective? | Start of unit: | End of unit: |
| A word that adds more information about verbs, adjectives or other adverbs | | |
| Names of things that we can touch (concrete) and abstract (ideas, emotions). | | |
| A word that adds more information about a noun. | | |
| Punctuation mark used to show possession or omission. | | |

| | | |
|------------------------------------|----------------|--------------|
| Question 2: A verb is used to... | Start of unit: | End of unit: |
| Show the name of things | | |
| Show actions | | |
| Connect two sentences | | |
| Who or what the sentence is about. | | |

| | | |
|--|----------------|--------------|
| Question 3: Words that connect two clauses of equal weight are called... | Start of unit: | End of unit: |
| Coordinating conjunctions | | |
| Subordinating conjunctions | | |
| Verbs | | |
| Connectors | | |
| | | |

| | | |
|---|----------------|--------------|
| Question 4: If we discuss events that have already happened this is ... | Start of unit: | End of unit: |
| Present tense | | |
| Future tense | | |
| Past tense | | |
| Before tense | | |

| | | |
|--|----------------|--------------|
| Question 5: Which of these defines an adverb? | Start of unit: | End of unit: |
| A word that adds more information about verbs, adjectives or other adverbs | | |
| Names of things that we can touch (concrete) and abstract (ideas, emotions). | | |
| A word that adds more information about a noun. | | |
| Punctuation mark used to show possession or omission. | | |

| | | |
|--|----------------|--------------|
| Question 6: Underline the subordinate conjunction. | Start of unit: | End of unit: |
| After music, we have art. | | |
| We went to the zoo, when I was five. | | |
| I play football, after school | | |
| Tuesday is fun because we get to do art and music | | |

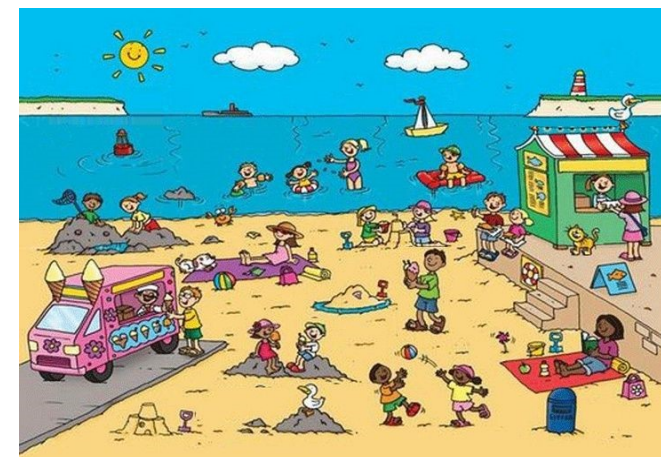
| | | |
|---|----------------|--------------|
| Question 7: He was playing tennis when they arrived. This is an example of... | Start of unit: | End of unit: |
| Past tense | | |
| Past progressive | | |
| Present progressive | | |

Question 8: Write out a list of items found on your classroom

| | |
|-----------------------|---------------|
| In my class there are | Start of unit |
| In my class there are | End of unit |

Question 9: Put in the missing apostrophe in these sentences.

| | | |
|-----------------------|----------------|--------------|
| The boys boots. | Start of unit: | End of unit: |
| I took Dads bike. | | |
| We used Nans plates. | | |
| I have Adrians books. | | |



10. Write an expanded noun phrase to describe something in the image.

| | |
|--|---------------|
| | Start of unit |
| | End of unit |