



Year 2

Grammar Knowledge Organiser 2024-2025

Name.....

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Year 2

Y2 Assessment Framework – Overview of Objectives		Au1	Au2	Sp1	Sp2	Su1	Su2
Purpose and audience	<ul style="list-style-type: none"> After discussion with the teacher, write simple, coherent narratives about personal experiences and those of others (real and fictional) 						
Tense	<ul style="list-style-type: none"> Use past and present tense mostly correctly throughout writing Use of verbs to mark action in progress 			✓	✓		✓
Conjunctions	<ul style="list-style-type: none"> Use co-ordination (and, or, but) to join clauses Some use of subordination (when, if, that, because) to join clauses 	✓	✓				✓
Level of detail	<ul style="list-style-type: none"> Use expanded noun phrases to add description and detail Use -ly to turn adjectives into adverbs e.g. slow to slowly 	✓	✓				✓
Cohesive devices	<ul style="list-style-type: none"> Adverbs and subordinate clauses used to support sequence of events/ ideas e.g. suddenly, quickly, when it was dinner time 						
Logical sequence of events	<ul style="list-style-type: none"> Evidence of a sequence of connected events 						
	<ul style="list-style-type: none"> Use pronouns to extend and link sentences 						
Appropriate vocabulary and grammatical structures	<ul style="list-style-type: none"> Write statements, questions, exclamations and commands appropriately 			✓			
Punctuation	<ul style="list-style-type: none"> Demarcate most sentences in writing with capital letters and full stops (including proper nouns) 	✓					
	<ul style="list-style-type: none"> Use question marks correctly when required 			✓			
	<ul style="list-style-type: none"> Some use of exclamation marks for effect 			✓			
	<ul style="list-style-type: none"> Some use of commas to separate items in lists 		✓				
	<ul style="list-style-type: none"> Some apostrophes for simple contracted forms 					✓	
	<ul style="list-style-type: none"> Begin to use apostrophes for singular possession in nouns 				✓		
Transcription	<ul style="list-style-type: none"> Segment spoken words into phonemes and represent these by graphemes, spelling many of these correctly and making phonically-plausible attempts at others 						
	<ul style="list-style-type: none"> Usually accurate spelling of simple monosyllabic and polysyllabic words including high frequency homophones (e.g. to, too, two/ there, they're, their/ floated/ many/ coat) 					✓	
	<ul style="list-style-type: none"> Spell many common exception words (refer to spelling appendix or SSP/spelling programme) 						
	<ul style="list-style-type: none"> Some accurate use of suffixes to correctly spell words e.g. -ing, -ed, -er, -est, -y where change is needed to the root of the word and to spell longer words e.g. -ment, -ful 					✓	✓
	<ul style="list-style-type: none"> Some words with contracted forms are spelt correctly 						
	<ul style="list-style-type: none"> Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters 						
	<ul style="list-style-type: none"> Use spacing between words that reflects the size of the letters 						
	<ul style="list-style-type: none"> Write with increasing fluency and stamina 						
Edit and Evaluate	<ul style="list-style-type: none"> Begin to make simple additions, revisions and corrections: Re-read and evaluate writing checking for meaning and tense form 						✓
Proof-read	<ul style="list-style-type: none"> Proof-read writing (some prompting may be required) 						

Grammar Objectives Introduced in Autumn 1

Capital Letters

Use capital letters correctly at the start of a sentence and for proper nouns

Use full stops

You use full stops at the end of a statement.

They can also be used at the end of a command

What is a conjunction?

A conjunction links words, phrases or clauses in sentences. In Year 1, the co-ordinating conjunction 'and' is introduced to join words and sentences (independent clauses).

A subordinating conjunction introduces a subordinate clause to add information to a sentence (the term 'subordinate clause' is introduced in Year 3). In Year 2, pupils are introduced to the subordinating conjunctions 'because', 'if', 'when' and 'that'.

Use subordination (because)

Subordination is when two clauses are joined that compare/contrast/add extra information

The conjunction 'because' is used to add information to a sentence to give an explanation.

We took an umbrella because it looked like it might rain.

He hides behind the tree because he doesn't want to be seen.

Use coordination (and)

A coordinating conjunction is a word that joins two parts

Molly went to Asda **and** Aldi.

Use expanded noun phrases to describe and specify

What are noun phrases?

A noun phrase is a noun with words added before the noun. These words are called determiners (introduced in year 4).

noun *man*

noun phrase *the man / a man / this man etc*

We can expand noun phrases by adding more information before or after the noun.

These could be adjectives, other nouns or adding information after the noun (prepositional phrases, taught in year 3)

the old man

the giant man

the man with the walking stick

These are called expanded noun phrases.

What are adjectives?

Adjectives are words that modify a noun and usually come before the noun in a sentence. They add description or specification.

The old man sat down.

The adjectives 'old' describes the man.
'The old man' is an expanded noun phrase.

Grammar Objectives Introduced in Autumn 2

Add – ly to turn adjectives into adverbs

Adding the –ly suffix to an adjective turns it into an adverb.

The fox jumped quickly – the adverb quickly describes how the fox jumped.

Use commas to separate items in a list

When writing a list, you should put a comma between each item, except for the last item where you use 'and'.

For example:

"I need to go to the supermarket to buy eggs, milk, bread, sugar and orange juice."

What is a coordinating conjunction?

A coordinating conjunction is a conjunction that goes between, and links, words, phrases, clauses or sentences of equal importance.

In year 2 we use *and, but, or*

Coordinating conjunction examples

The walls were painted white **and** blue.
I enjoy geography **but** not RE.
My phone is either in my bag **or** on the table.

How do we use the co-ordinating conjunction 'but'?

The conjunction 'but' is used to join sentences that show contrast.

*It was sunny. It was cold.
It was sunny but cold.*

*Maisie was young. She was very clever.
Maisie was young but she was very clever.*

How do we use the co-ordinating conjunction 'or'?

The conjunction 'or' is used to join sentences that show different possibilities.

*Max doesn't like tea.
He doesn't like coffee.
Max doesn't like tea or coffee.*

*Would you like to go to the park? Would you like to go bowling?
Would you like to go to the park or bowling?*

Grammar Objectives Introduced in Spring 1

Write sentences with different forms: statement, question, exclamation, command

What is a sentence?

A sentence is a group of words that is complete and makes sense when they are grouped together. It is a complete thought. A sentence can be a main clause on its own (often called a simple sentence) or two or more clauses can be combined to make a multiclaue sentence.

A capital letter is used to mark the beginning of a sentence and a full stop, exclamation mark or question mark is used at the end to show that it is complete.

Sentences in different forms is introduced in Year 2. A sentence can be a statement, question, command or exclamation.

What is a statement?

A statement is a sentence that gives information. Most sentences are statements. Statements are usually punctuated at the end with a full stop but sometimes an exclamation mark is used to show surprise, anger, urgency or to show someone is shouting.

The turnip was very big.

Year 2 went on a trip.

What is a question?

A question is a sentence used to find out more information. Questions are punctuated with a question mark at the end. These sentences often, but not always, begin with the interrogative pronouns 'Who', 'What', 'Where', 'When', 'Why', 'Whose' and 'How'.

Who will help us pull the turnip?

What is your name?

What is your favourite colour?

What is an exclamation sentence?

An exclamation sentence is used to show strong feelings and emotions. They begin with the words 'What' or 'How' and are punctuated with an exclamation mark.

What an enormous turnip!

How great that trip was!

Note - an exclamation mark does not always indicate an exclamation sentence, which must begin with 'What' or 'How'.

What is a command sentence?

A command is a sentence that gives an instruction and is used in instructional writing. A command sentence begins with an imperative verb (also known as a bossy verb) such as go, mix, put, push, wash or sit. Commands are often punctuated with a full stop but an exclamation mark can also be used to show strong emotion or urgency.

Pick the turnip.

Bring your coat.

Grammar Objectives Introduced in Spring 2

Use present and past tenses correctly and consistently including the progressive form

What does 'tense' mean?

The tense shows when the actions happen in the sentence. The verb shows whether the sentence is written in the present tense (happens now), the past tense (happened in the past) or the future tense (will happen).

What is the simple past tense?

The simple past tense is used when writing about things that have happened in the past. Most verbs have the suffix -ed added to them to form the past tense. Some past tense verbs are irregular and don't follow this rule, for example teach and taught, go and went.

What is the simple present tense?

The simple present tense states things that are true or happening now. The simple present tense is formed by adding -s to the verb or using the root form of the verb. The verb ending in the suffix -ing can also indicate that the present tense is used (present progressive).

What is the progressive tense?

The progressive tense is used to show when an action or state is continuing to happen and can either be present or past. The verbs in this verb form end with the suffix -ing.

What is the present progressive tense?

The present progressive tense (sometimes called the present continuous tense) is used to show things happening now that may continue for a longer period of time.

How is the present progressive tense formed?

It is formed using the verb is/are/am and the verb ending in the suffix -ing (present participle).

She is walking

The same sentence in the simple present tense would be:

She walks.

What is the past progressive form?

The past progressive is formed using the past tense of the auxiliary verb "be" (i.e., "was/were") along with the present participle ("ing" form) of a main verb (e.g., "I was thinking

How is it formed?

It is formed using the verb was/were and the verb ending in the suffix -ing (past participle).

I was

We were

They were

Use subordination (apply because, when; introduce (so) that)

What is a subordinating conjunction?

A subordinating conjunction introduces a subordinate clause to add information to a sentence (the term 'subordinate clause' is introduced in Year 3). In Year 2, pupils are introduced to the subordinating conjunctions 'because', 'if', 'when' and 'that'. Other subordinating conjunctions are introduced in Year 3

How do we use the subordinating conjunction 'that'?

The conjunction 'that' is used to add information to a sentence to show a reason, cause or intention.

Dad was so tired that he could not think clearly.

Max was pleased that they wanted to come to his party.

How do we use the subordinating conjunction 'because'?

The conjunction 'because' is used to add information to a sentence to give an explanation.

We took an umbrella because it looked like it might rain.

He hides behind the tree because he doesn't want to be seen.

How do we use the subordinating conjunction 'when'?

The conjunction 'when' is used to add information to a sentence to indicate a time.

I loved riding a horse when I was young.

Mum had just sat down when the doorbell rang.

Use punctuation correctly – apostrophes for the possessive (singular)

What is an apostrophe?

Apostrophes are a punctuation mark. They are used in two ways.

1. To show where letters are omitted (removed) in contracted words.

didn't

can't

I'll

2. To show possession.

It is Mia's cat. (The cat belongs to Mia.)

These are the children's lunchboxes. (The lunchboxes belong to the children.)

What is meant by singular possession?

Singular possession is when an apostrophe is used to show when something belongs to one person.

It is Mia's cat.

This is an example of singular possession as the cat is owned by one person (Mia).

Grammar Objectives Introduced in Summer 1

Use subordination (if, (so) that)

What is a subordinating conjunction?

A subordinating conjunction introduces a subordinate clause to add information to a sentence (the term 'subordinate clause' is introduced in Year 3). In Year 2, pupils are introduced to the subordinating conjunctions 'because', 'if', 'when' and 'that'. Other subordinating conjunctions are introduced in Year 3

How do we use the subordinating conjunction 'if'?

The conjunction 'if' is used to add information to a sentence to show a possibility.

I will cook dinner if I don't have to wash up too!

Can I have a lift if it is raining?

How do we use the subordinating conjunction 'that'?

The conjunction 'that' is used to add information to a sentence to show a reason, cause or intention.

Dad was so tired that he could not think clearly.

Max was pleased that they wanted to come to his party.

Use homophones and near homophones

What are homophones?

Homophones are words that sound the same but are spelt differently and have different meanings.

Homophone examples

blue / blew
two / too
night / knight
blew / blue
bare / bear
there / their / they're
to / too / two
hear / here
son / sun
be / bee
won / one
see / sea

Grammar Objectives Introduced in Summer 2

Add suffixes to spell longer words e.g. -ment, -ful.

What are suffixes?

A suffix is a group of letters added to the end of a word to modify it, change its meaning, and alter how it's used in a sentence.

Add -ment

The suffix -ment starts with a consonant. This means they can usually be added to a root word without making any changes.

e.g.
placement

Add -ful

The suffix -ful means 'full of' 'characterised by'
shameful
beautiful
carefu