

Phase 2 Grammar Coverage

Year One Objectives

Year Two Objectives

<p>Similes:</p> <p><i>as big as an elephant</i></p> <p>Similes using "like":</p> <p><i>...like hot chilies...</i></p> <p><i>...cold like a glacier</i></p>	<p>Orally devise alliteration:</p> <p><i>a cool cat</i></p> <p><i>a sneaky snake</i></p> <p>Alliteration (verb + noun):</p> <p><i>dancing dandelions</i></p> <p><i>hiding hyenas</i></p>	<p>Onomatopoeia</p>	
<p>Term 1 2 3 4 5 6</p>	<p>Term 1 2 3 4 5 6</p>	<p>Term 1 2 3 4 5 6</p>	

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Year 1 Spelling	Year 1 Sentence/grammar lessons
Singular and plural (+ “-s” or “-es”)	Writing simple sentences in the first, second and third person (subject-verb agreement) – <i>I am happy. You are happy. He is happy.</i>
Conjunctions (<i>and, but, then, so</i>)	Write a simple sentence starting with a proper noun
Adjectives (non-gradable) – colour, size, age	Noun phrases – <u>adjective + noun</u> or <u>adjective + adjective + noun</u> or <u>determiner + noun</u> or <u>determiner + adjective + noun</u>
Pronouns (<i>I, he, she, you</i>)	Write a simple sentence, but add an adjective – <i>He has a red ball.</i>
Common nouns	Write a simple sentence and add an adverb of manner (“-ly”) – <i>I play nicely.</i>
Proper nouns – own names/days of the week	Write a simple sentence with a regular simple past tense verb (adding –ed) – <i>He worked in the classroom.</i>
Verbs: simple-past-tense regular verbs, adding either “-ed” or “-ing”	Write a sentence in simple present continuous tense (“to be” + “-ing”) – <i>He is sitting on the carpet. He is sitting on the red carpet. He is sitting on the red carpet quietly.</i>
Verbs: Present tense for “to be”, “to do” and “to have” (<i>I have, you have, she/he has, I do, you do, she/he does, I am, you are, he/she is</i>)	Use capital letters at the beginning of a sentence and full stops
Connectives of sequence (<i>first, second, last, next, then</i>)	Subject-verb agreement with “I”, “you”, “we” and “he/she” for the verbs “to do”, “to be” and “to have”. (<i>I/you/we <u>have</u>, he/she <u>has</u>, I/you/we <u>do</u>, he/she <u>does</u>, I <u>am</u>, you/we <u>are</u>, he/she <u>is</u></i>)
Determiners (<i>the, a, my, your, an, this, that, his, her, some, all</i>)	Write a question with a question mark
Simple adverbs ending in “-ly” (<i>nicely, madly</i>)	Write a word/phrase or sentence with an exclamation mark
Prefix “un-” (<i>happy – unhappy, kind – unkind, tie – untie</i>)	Capital letters – “I”, proper nouns, days of the week
Comparative and superlative adjectives where you add “-er” or “-est”	Changing general nouns to specific nouns, eg, “car” to “Ferrari”
Prepositions	How to use prepositions in a sentence
Days of the week	Alliteration
It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.	Similes
	Write a sentence using “and”

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Year 2 Spelling	Year 2 Sentence/ grammar lessons
<p><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”</p> <p><u>Compound nouns</u> Noun + noun = compound noun Adjective + noun = compound noun</p> <p><u>Adding “-ly”</u> Making an adjective into an adverb</p> <p><u>Conjunctions</u> <i>or, and, but, when, because, if, that</i></p> <p><u>Prepositions</u> <i>behind, above, along, before, between, after</i></p> <p><u>Generalisers/determiners</u> <i>most, much, more, many, some, all</i></p> <p><u>Verbs</u> “-ed” and “-ing” verbs Imperative verbs, such as: <i>take, give, cut</i></p> <p><u>Time connectives</u> <i>next, last, later</i></p> <p><u>Pronouns</u> <i>I, he, she, we, they, it, you</i></p> <p><u>Questions</u> <i>what, where, when, who, how</i></p> <p>It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.</p>	<p>To recognise verbs with the suffixes “-ed” and “-ing” and how to use these in a sentence</p> <p>To identify imperative verbs and use these in a command – <i>Give me that pen.</i></p> <p>Subject-verb agreement of the simple present (<i>I like, she likes</i>), adding a “-s” to the third person</p> <p>To learn how and when to use the present continuous – <i>I am sitting on the carpet.</i></p> <p>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></p> <p>Write a statement of fact with a capital letter and full stop</p> <p>Write a question starting with “what”, “where”, “when”, “who” or “how” and a capital letter, finishing with a question mark</p> <p>Write a short sentence with an exclamation mark</p> <p>Poems using alliteration to describe either a picture or a painting.</p> <p>Inverted commas: put the spoken word into inverted commas and start with a capital letter.</p> <p>Expanding noun phrases to include an adjective and a prepositional phrase. – <i>The red ball under the table</i></p> <p>Onomatopoeia: use pictures to create words and add an exclamation mark. – <i>Ouch!</i></p> <p>Prepositional phrases – <i>under the carpet..., above the whiteboard...</i></p> <p>Time connectives – <i>next, last, later</i></p> <p>Developing similes using the word “like”</p> <p>Up-leveiling 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</p> <p>Commas to separate lists</p>

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	<p>Alliteration: verb + noun – <i>dancing dolphins</i></p> <p>Apostrophes of omission</p> <p>Write two simple sentences and join them together with “and”, “but” or “or”</p> <p>Write a complex sentence using “because”, “when”, “it” or “that”, placing the conjunction in the middle of the sentence – <i>I bought a new car because my old one broke down.</i></p>
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