# Phase 2 Grammar Coverage Year One Objectives Year Two Objectives

		Year	1 & 2, Phase 2 Grammar	coverage		
Separate words with spaces	Start sentences with a capital letter Finish the sentence with a full stop Write a statement that starts with a capital letter and finishes with a full stop	Write a simple sentence starting with a noun/proper noun	Use capital letters for proper nouns (people and places)	Write a simple sentence starting with a personal pronoun	Use a capital letter for "I"	Using commas to separate lists:  He had a bag, ball and carpet.
Term 1 2 3 4 5 6	Term 1 2 3 4 5 6	Term 1 2 3 4 5 6	Term 1 2 3 4 5 6	Term 1 2 3 4 5 6	Term 1 2 3 4 5 6	Term 1 2 3 4 5 6
Use exclamation marks Write a sentence that ends with an exclamation mark	Use question marks Ask a question and use a question mark	Apostrophes of omission:  he didn't  he couldn't	Use capital letters for days of the week	To put spoken words (found in a speech bubble) into inverted commas, starting with a capital letter.	Choose a specific noun:  "Alsatian" rather than  "dog"  Move from generic nouns  to specific nouns, eg,  "dog" to "terrier"	Use the prefix of "un-" to create antonyms:  happy – unhappy kind – unkind
Term 1 2 3 4 5 6	Term 1 2 3 4 5 6	Term 1 2 3 4 5 6	Term 1 2 3 4 5 6	Term 1 2 3 4 5 6	Term 1 2 3 4 5 6	Term 1 2 3 4 5 6
Regular plurals where you only add an "-s" or "-es"	Suffixes of verbs, adding  "-ed" or "-ing"	Comparative and superlative adjectives, adding,  "-er" and "-est" to regular adjectives:  fast – faster – fastest Suffixes – forming comparative and superlative adjectives by doubling the final letter and adding "-er" and "-est": big – bigger – biggest	Adverbs of manner (how) to describe a verb, ending in "-ly"  Adding "-ly" to an adjective to make an adverb: quick – quickly	Suffixes – formation of adjectives by adding "-ful": care – careful	Suffixes – adding "-ness" and "-er" to form a noun: kind – kindness teach – teacher	Suffixes – formation of adjectives by adding "-less": help – helpless
Term 1 2 3 4 5 6	Term 1 2 3 4 5 6	Term 1 2 3 4 5 6	Term 1 2 3 4 5 6	Term 1 2 3 4 5 6	Term 1 2 3 4 5 6	Term 1 2 3 4 5 6

Year One Objectives

Year Two Objectives

Use a regular simple- past-tense verb in a sentence: He walked to school.  Form simple past tense by adding "-ed": He played at school.	Use present continuous tense: "to be" + "-ing" I am playing he/she is playing they are playing	Use past continuous (progressive) tense He was playing at school.	First person (I and we), second person (you) and third person (he, she)  Subject-verb agreement with "I" and "he/she" with "to do", "to be" and "to have":  I/you/we have he/she has I/you/we do he/she does I am you/we are he/she is	Use simple present tense, showing subject-verb agreement: Infinitive (add "s" to the third person) I like he/she likes we like they like you like	Use first, second and third person with subject-verb agreement	Command, using the imperative form of a verb: give take
Term 1 2 3 4 5 6	Term 1 2 3 4 5 6	Term 1 2 3 4 5 6	Term 1 2 3 4 5 6	Term 1 2 3 4 5 6	Term 1 2 3 4 5 6	Term 1 2 3 4 5 6
To orally use simple co-ordinating conjunctions: and, but Coordinating conjunctions to create a compound sentence: or and but	Write a compound sentence using the coordinating conjunction "and" Subordinate conjunctions to create a complex sentence:  when  if that because	Use connectives of sequence: first, second, then Temporal connectives: next, last, an hour later	Prepositions: up, down, in, into, out, to, onto, under, inside, outside, above  Use the prepositional phrases: behind, above, along, before, between, after	Write a sentence that includes an adjective Use noun phrases: adjective + noun Write expanded noun phrases: determiner + adjective + noun (the red balloon) determiner + noun + prepositional phrase (the cat in the basket)	Use determiners:  the, a, an, my your, his, her Using determiners/generalisers: most, some, all, many, much, more	Compound nouns: noun + noun (football) adjective + noun (whiteboard)
Term 1 2 3 4 5 6	Term 1 2 3 4 5 6	Term 1 2 3 4 5 6	Term 1 2 3 4 5 6	Term 1 2 3 4 5 6	Term 1 2 3 4 5 6	Term 1 2 3 4 5 6

Year One Objectives Year Two Objectives

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

Year One Objectives

Year Two Objectives

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

Year One Objectives Year Two Objectives

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

Year One Objectives	Year Two Objectives	
		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.