



Grammar and punctuation – Year 2

| Year 2: Detail of content to be introduced (statutory requirement) | | |
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| Word | Formation of nouns using suffixes such as <i>-ness</i> , <i>-er</i> and by compounding [for example, <i>whiteboard</i> , <i>superman</i>] | Link Link |
| | Formation of adjectives using suffixes such as <i>-ful</i> , <i>-less</i> | Link |
| | Use of the suffixes <i>-er</i> , <i>-est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs | Link Link |
| Sentence | Subordination (using <i>when</i> , <i>if</i> , <i>that</i> , <i>because</i>) and co-ordination (using <i>or</i> , <i>and</i> , <i>but</i>) | Link Link |
| | Expanded noun phrases for description and specification [for example, <i>the blue butterfly</i> , <i>plain flour</i> , <i>the man in the moon</i>] | Link |
| | How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command | Link |
| Text | Correct choice and consistent use of present tense and past tense throughout writing | Link Link |
| | Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming</i> , <i>he was shouting</i>] | Link Link |
| Punctuation | Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences | Link Link |



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| | Commas to separate items in a list | Link |
| | Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>] | Link Link |
| Terminology for pupils | noun, noun phrase, statement, question, exclamation, command compound, suffix, adjective, adverb, verb tense (past, present) apostrophe, comma | |

Spelling – Year 2

| Statutory requirements | Rules and guidance (non-statutory) | Example words (non-statutory) | Game links |
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| The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y | <p>The letter j is never used for the /dʒ/ sound at the end of English words.</p> <p>At the end of a word, the /dʒ/ sound is spelt -dge straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels).</p> <p>After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as -ge at the end of a word.</p> <p>In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.</p> | <p>badge, edge, bridge, dodge, fudge</p> <p>age, huge, change, charge, bulge, village</p> <p>gem, giant, magic, giraffe, energy</p> <p>jacket, jar, jog, join, adjust</p> | Link |
| The /s/ sound spelt c before e, i and y | | race, ice, cell, city, fancy | Link |



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| <p>The /n/ sound spelt kn and (less often) gn at the beginning of words</p> | <p>The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.</p> | <p>knock, know, knee, gnat, gnaw</p> | <p>Link</p> |
| <p>The /r/ sound spelt wr at the beginning of words</p> | <p>This spelling probably also reflects an old pronunciation.</p> | <p>write, written, wrote, wrong, wrap</p> | <p>Link</p> |
| <p>The // or /ə/ sound spelt –le at the end of words</p> | <p>The –le spelling is the most common spelling for this sound at the end of words.</p> | <p>table, apple, bottle, little, middle</p> | |
| <p>The // or /ə/ sound spelt –el at the end of words</p> | <p>The –el spelling is much less common than –le.</p> <p>The –el spelling is used after m, n, r, s, v, w and more often than not after s.</p> | <p>camel, tunnel, squirrel, travel, towel, tinsel</p> | <p>Link</p> |
| <p>The // or /ə/ sound spelt –al at the end of words</p> | <p>Not many nouns end in –al, but many adjectives do.</p> | <p>metal, pedal, capital, hospital, animal</p> | |
| <p>Words ending –il</p> | <p>There are not many of these words.</p> | <p>pencil, fossil, nostril</p> | |
| <p>The /aɪ/ sound spelt –y at the end of words</p> | <p>This is by far the most common spelling for this sound at the end of words.</p> | <p>cry, fly, dry, try, reply, July</p> | <p>Link</p> |
| <p>Adding –es to nouns and verbs ending in –y</p> | <p>The y is changed to i before –es is added.</p> | <p>flies, tries, replies, copies, babies, carries</p> | <p>Link</p> |



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| <p>Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it</p> | <p>The y is changed to i before –ed, –er and –est are added, but not before –ing as this would result in ii. The only ordinary words with ii are <i>skiing</i> and <i>taxiing</i>.</p> | <p>copied, copier, happier, happiest, cried, replied ...but copying, crying, replying</p> | <p>Link</p> |
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| <p>Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it</p> | <p>The –e at the end of the root word is dropped before –ing, –ed, –er, –est, –y or any other suffix beginning with a vowel letter is added. Exception: <i>being</i>.</p> | <p>hiking, hiked, hiker, nicer, nicest, shiny</p> | <p>Link</p> |
| <p>Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter</p> | <p>The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel ‘short’). Exception: The letter ‘x’ is never doubled: <i>mixing</i>, <i>mixed</i>, <i>boxer</i>, <i>sixes</i>.</p> | <p>patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny</p> | <p>Link</p> |
| <p>The /ɔ:/ sound spelt a before l and ll</p> | <p>The /ɔ:/ sound (‘or’) is usually spelt as a before l and ll.</p> | <p>all, ball, call, walk, talk, always</p> | <p>Link</p> |
| <p>The /ʌ/ sound spelt o</p> | | <p>other, mother, brother, nothing, Monday</p> | <p>Link</p> |
| <p>The /i:/ sound spelt –ey</p> | <p>The plural of these words is formed by the addition of –s (<i>donkeys</i>, <i>monkeys</i>, etc.).</p> | <p>key, donkey, monkey, chimney, valley</p> | <p>Link</p> |

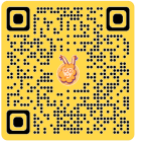


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| The /b/ sound spelt a after w and qu | a is the most common spelling for the /b/ ('hot') sound after w and qu . | want, watch, wander, quantity, squash | |
| The /ɜ:/ sound spelt or after w | There are not many of these words. | word, work, worm, world, worth | Link |
| The /ɔ:/ sound spelt ar after w | There are not many of these words. | war, warm, towards | |
| The /z/ sound spelt s | | television, treasure, usual | Link |

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| The suffixes –ment, –ness, –ful, –less and –ly | If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) <i>argument</i> (2) root words ending in –y with a consonant before it but only if the root word has more than one syllable. | enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily | Link |
| Contractions | In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't</i> – <i>cannot</i>). <i>It's</i> means <i>it is</i> (e.g. <i>It's</i> raining) or sometimes <i>it has</i> (e.g. <i>It's</i> been raining), but <i>it's</i> is never used for the possessive. | can't, didn't, hasn't, couldn't, it's, I'll | Link |
| The possessive apostrophe (singular nouns) | | Megan's, Ravi's, the girl's, the child's, the man's | Link |



English National Curriculum Mapping
Grammar, Punctuation and Spelling Key
Stages 1, 2 and 3



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| Words ending in -tion | | station, fiction, motion, national, section | Link Link |
| Homophones and nearhomophones | It is important to know the difference in meaning between homophones. | there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight | Link Link Link (all Level 1) |
| Common exception words | Some words are exceptions in some accents but not in others – e.g. <i>past, last, fast, path</i> and <i>bath</i> are not exceptions in accents where the a in these words is pronounced /æ/, as in <i>cat</i> . <i>Great, break</i> and <i>steak</i> are the only common words where the /ei/ sound is spelt ea . | door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas | Link (Level 2) |