



St Peter's Church of England Primary School Whole School Grammar Curriculum  
Year 2 Long Term Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b><u>Handwriting</u></b> <b><u>(Year 1 Revision)</u></b>		<b><u>Handwriting</u></b>		<b><u>Handwriting</u></b>	
<p><b><u>Letter Formation:</u></b> Letters to be written in the right direction. Letters to be formed from the correct starting point and end at the correct point.</p> <p><b><u>Fingers Spaces:</u></b> Fingers spaces used between words.</p> <p><b><u>Presentation:</u></b> Written on the line starting on left from edge of page to the right.</p>		<p><b><u>Letter Formation:</u></b> Handwriting should be taught as per school policy. Letters should be joined when appropriate and be formed correctly in an appropriate size. Individual joins should be taught.</p> <p><b><u>Fingers Spaces:</u></b> Fingers spaces used between words.</p> <p><b><u>Presentation:</u></b> Written on the line starting on left from edge of page to the right.</p>		<p><b><u>Letter Formation:</u></b> Handwriting should be taught as per school policy. Letters should be joined when appropriate and be formed correctly in an appropriate size. Individual joins should be taught.</p> <p><b><u>Fingers Spaces:</u></b> Fingers spaces used between words.</p> <p><b><u>Presentation:</u></b> Written on the line starting on left from edge of page to the right.</p>	
<b><u>Grammar</u></b>	<b><u>Grammar</u></b>	<b><u>Grammar</u></b>	<b><u>Grammar</u></b>	<b><u>Grammar</u></b>	<b><u>Grammar</u></b>
<p><b><u>Verbs:</u></b> Recognise verbs within a simple sentence. <i>The dog ran.</i> <i>A boy kicked.</i></p> <p><b><u>Nouns:</u></b> Recognise what nouns are and which words are nouns within a simple sentence. <i>The dog ran.</i> <i>A boy kicked.</i> Recognise the different types of nouns in sentences.</p> <p><b><u>Abstract Noun</u></b> – this is a noun you cannot touch. It is often an emotion.</p>	<p><b><u>Sentence Type:</u></b> <b><u>Statements</u></b> Recognise and write Statements. Statements are sentences which tell you something. They usually end a full stop. <i>It is raining outside.</i> <i>My favourite colour is blue.</i></p> <p><b><u>Sentence Type:</u></b> <b><u>Commands</u></b> Recognise and write Commands. A sentence that tells you to do something is a command. The subject in the sentence is you but this may not be</p>	<p><b><u>Past Tense:</u></b> Understand that past tense is an event that started and ended in the past. Still has a Subject and Verb. <i>I went to the park.</i></p> <p><b><u>Co-ordinating Conjunctions (SABO)</u></b> Recognise coordinating conjunctions and write sentences using <i>so</i>, <i>and</i>, <i>but</i> and <i>or</i>. Remember that coordinating conjunctions join two independent clauses. <i>I hate roast potatoes, but I like chips.</i></p>	<p><b><u>Present Tense</u></b> Understand that the present tense is something that is currently happening. <i>I am walking to the park.</i></p> <p><b><u>Subordinating Conjunctions (WITBUS)</u></b> Recognise and use the following subordinating conjunctions in sentences: <i>When</i>, <i>If</i>, <i>That</i>, <i>Because</i>, <i>Until</i>, <i>Since</i>. Remember that a subordinating conjunction joins an independent and</p>	<p><b><u>Future Tense</u></b> Understand that the future tense is something that is going to happen. <i>I will walk to the park tomorrow.</i></p> <p><b><u>Prepositions</u></b> Identify and apply prepositions in sentences. Prepositions are linking words in a sentence. Prepositions tell us where something is or when something is happening. Prepositions usually sit before nouns (or pronouns) to show the relationship to another word in the sentence. <i>The cat slept under the bed.</i></p>	<p><b><u>Revision of Grammar Targets taught throughout Year 2.</u></b> Revisit different areas of the Year 2 Grammar Curriculum and check understanding. Invention for any children who have misconceptions of areas.</p> <p>If secure, look at Year 3 Grammar Curriculum and pre-teach aspects of this.</p>



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<p><b>Sadness, Happiness.</b></p> <p><b>Proper Noun</b> – the name of a place, person or company. These nouns must have a capital letter. <i>Mrs Graham, London, England, Playstation.</i></p> <p><b>Common Noun</b> – A common noun is a noun which is not the name of any particular person, place or thing. <i>table, ball, balloon.</i></p> <p><b>Subject/Verb relationship:</b> Understand that sentences need a Subject (noun) and a verb in them. Identify the subject and verb agreement in sentences. <i>The cat slept.</i></p>	<p>clear. They usually end a full stop. <i>Go take a bath.</i> <i>Open your presents.</i></p> <p><b>Expanded Noun Phrases</b> Identify and write expanded noun phrases. These can be formed in two different styles: 1. Add two adjectives before a noun. <i>The old, bearded wizard.</i></p> <p>2. Add an adjectival phrase after the noun. <i>The wizard with the square glasses.</i></p> <p><b>Pronouns – replace a subject with a pronoun.</b> Pronouns are words that replace nouns, e.g. he, she, it. Replace verbs with pronouns so that the writing still makes sense and it is clear who the pronouns refer to. <i>Mike went outside. He kicked the ball.</i></p>	<p><i>My grandma lives by the seaside, so I don't see her often.</i></p> <p><b>Sentence Type: Questions</b> Recognise and write questions. Questions are sentences that require an answer or response. They always end with a question mark. <i>Is it raining outside?</i> <i>What time is dinner?</i></p>	<p>dependent clause together. <i>When the clock struck midnight, the witch woke up.</i> <i>I like Fridays because we have chips.</i></p> <p><b>Sentence Types: Exclamations</b> Recognise and write exclamation sentences. Exclamation sentences in Standard English need to begin with either 'What' or 'How', contain a verb and finish with an exclamation mark. <i>What big eyes you have!</i> <i>How tasty that cake looks!</i></p>	<p><i>At midnight, the graveyard was silent.</i></p>
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<p><b><u>Punctuation</u></b> <b><u>Capital Letters:</u></b> Used at the start of the sentence. <i>The squirrel ran up the tree.</i></p> <p><b><u>Full Stops:</u></b> Used at the end of the sentence. <i>The squirrel ran up the tree.</i></p> <p>Recap the use of this punctuation. Target children who still struggle with FS and CL for intervention.</p>	<p><b><u>Punctuation</u></b> <b><u>Inverted Commas</u></b> Recognise and use inverted commas correctly within writing. <i>"How lovely to see you!" said Mum.</i></p> <p><b><u>Punctuation when using speech.</u></b> Ensure that children can use inverted commas and other punctuation within a sentence correctly. <i>"How lovely to see you!" said Mum.</i></p> <p>*These two targets need to be taught jointly in order for a sentence that includes speech to be taught correctly*</p>	<p><b><u>Punctuation</u></b> <b><u>Question Marks</u></b> Questions end with a Question Mark. Questions are sentences that require someone, possibly the reader, to answer, either out loud or in their head. Link to <i>Sentence Types: Questions.</i> <i>What time is it?</i> <i>Are you okay?</i></p> <p><b><u>Commas in lists</u></b> Understand and use commas within lists in their writing. Recognise that within lists a comma and the conjunction 'and' do not go next to each other. <i>I went to the shop and bought bread, milk, chocolate and an apple.</i></p>	<p><b><u>Punctuation</u></b> <b><u>Exclamation Marks</u></b> Use exclamation marks correctly and appropriately. Children need to understand that an exclamation is a word or phrase that expresses strong emotion, such as surprise, pleasure, or anger. Exclamations often stand on their own, and in writing they are usually followed by an exclamation mark rather than a full stop. Teach alongside <i>Sentence Type: Exclamations.</i> <i>What big eyes you have!</i> <i>How tasty that cake looks!</i></p>	<p><b><u>Punctuation</u></b> <b><u>Apostrophes for contractions</u></b> Recognise combinations of words that can be shortened into contractions. Understand that the apostrophe in these contractions replaces the letter or groups of letters and should therefore be in the correct place within the word. Apply these in appropriate writing. <i>Could not – Couldn't</i> <i>She will – She'll</i> <i>You have – You've</i></p>	<p><b><u>Punctuation</u></b> <b><u>Revision of all Punctuation Targets for this year.</u></b> Revisit different areas of the Year 3 punctuation and check understanding. Invention for any children who have misconceptions of areas.</p>
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