



Coordinating conjunctions

Words that connect two phrases or clauses of equal weight (they make sense by themselves).

We wanted to ride my bike. The tyre was flat.
Becomes
I wanted to ride my bike, **but** the tyre was flat.

Subordinating conjunctions

Words used at the start of a subordinate clause (a clause that needs the main clause in order for it to make sense).

We went to London **when** I was seven.

Main clause (makes sense by itself).

After the film, we went shopping.

Vocabulary

Adjective	A word that adds more information about a noun.
Apostrophe	Punctuation mark used to show possession or omission.
Adverb	A word that adds more information about verbs, adjectives or other adverbs
Command	Tell you to do something. Often urgent and short. Get in the car.
Exclamation	Usually begin with 'How' or 'What'. Full sentence including a verb. What happened to your car!
Noun	Names of things that we can touch (concrete) and abstract (ideas, emotions).
Past tense	Verb form used describe things that happened in the past.
Present tense	Verb form used to describe things happening right now.
Question	Sentences that ask something or show doubts. Is that your car? Usually end with question mark.
Statement	Sentence that claims something as truth. My car is blue. Ends with full stop.

Expanded Noun phrases

Table → The table. → The small table.

Noun → Add a determiner. → Add an adjective.

The Tenses

The tense of the verb shows if something is happening in the present, past or future. The diagram shown below will be used in the tense descriptions:

4. Present progressive → Mahmoud is studying right now.

5. Past progressive → Mahmoud was studying when they came.

6. Future progressive → Mahmoud will be studying when you come.

Commas in a list

Commas are used to separate items in a list.

For example:

In this lesson I must have a pencil, scissors, paper and ruler.

Note: The last item on the list is always separated by 'and'

Apostrophes

Apostrophes show singular possession:
The girl's hat. (The hat belongs to the girl).

End of year 2 expectations.

- **Subordination** (using when, if, that, or because) and **co-ordination** (using or, and, or but)
- **Expanded noun phrases** for description and specification
- How the grammatical patterns in a sentence indicate its function as a **statement, question, exclamation or command**
- Correct choice and consistent use of **present tense** and **past tense** throughout writing
- Use of the progressive form of verbs in the present and past tense to mark actions in progress
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
- **Commas** to separate items in a list
- **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns

Topic: Punctuation and Grammar

Year: 1

Strand: English Curriculum

Question 1: Which of these defines an adjective?	Start of unit:	End of unit:
A word that adds more information about verbs, adjectives or other adverbs		
Names of things that we can touch (concrete) and abstract (ideas, emotions).		
A word that adds more information about a noun.		
Punctuation mark used to show possession or omission.		

Question 2: A verb is used to...	Start of unit:	End of unit:
Show the name of things		
Show actions		
Connect two sentences		
Who or what the sentence is about.		

Question 3: Words that connect two clauses of equal weight are called...	Start of unit:	End of unit:
Coordinating conjunctions		
Subordinating conjunctions		
Verbs		
Connectors		

Question 4: If we discuss events that have already happened this is ...	Start of unit:	End of unit:
Present tense		
Future tense		
Past tense		
Before tense		

Question 5: Which of these defines an adverb?	Start of unit:	End of unit:
A word that adds more information about verbs, adjectives or other adverbs		
Names of things that we can touch (concrete) and abstract (ideas, emotions).		
A word that adds more information about a noun.		
Punctuation mark used to show possession or omission.		

Question 6: Underline the subordinate conjunction.	Start of unit:	End of unit:
After music, we have art.		
We went to the zoo, when I was five.		
I play football, after school		
Tuesday is fun because we get to do art and music		

Question 7: He was playing tennis when they arrived. This is an example of...	Start of unit:	End of unit:
Past tense		
Past progressive		
Present progressive		

Question 8: Write out a list of items found on your classroom

In my class there are	Start of unit
In my class there are	End of unit

Question 9: Put in the missing apostrophe in these sentences.	Start of unit:	End of unit:
The boys boots.		
I took Dads bike.		
We used Nans plates.		
I have Adrians books.		



10. Write an expanded noun phrase to describe something in the image.

	Start of unit
	End of unit