

Year 2 English Knowledge Progression

YEAR 2			
Step	Knowledge	Exemplification	Assessment
1	Distinguish between common and proper nouns and use these within a simple sentence	<i>The teachers helped Beth.</i> All nouns can be classified as either common or proper nouns. Common nouns are words that are used to name general items, people, things and objects. For example, 'Have you ever climbed a <u>mountain</u>?' Proper nouns are named nouns that identify a particular person, place or thing. For example, 'Have you ever climbed <u>Kilimanjaro</u>?' N.B. Nouns can also be classified using other binaries, e.g. concrete v abstract. Use a range of concrete and abstract nouns in example sentences, but do not refer to these classifications with the students.	Rewrite the sentence below with capital letters in the correct places. <i>jenny and maya went on a school trip to london.</i> <i>Jenny and Maya went on a school trip to London.</i>
2	Identify and write lists of nouns joined with conjunctions	<i>The teachers helped Beth and Susan and Abdul.</i> <i>Shu took lemonade and biscuits and toys.</i> Listed common and/or proper nouns can act as subjects and/or objects of a sentence.	Number the listed nouns below. <i>Bruno ate apples and oranges and bananas.</i>    
3	Identify and write conjunctions to list nouns	<i>The teachers helped Beth and Susan and Abdul.</i> <i>Shu took lemonade and biscuits and toys.</i> Listed nouns can be joined using either the conjunction 'and' or 'or'.	Use the picture to complete the simple sentence. Use 'and' twice.    Mr Smith bought _____ <i>Shu bought lemonade and biscuits and toys.</i> <i>Mr Smith bought tennis balls and footballs and basketballs.</i>

4	Identify and write commas to list nouns	<i>The teachers helped Beth, Susan and Abdul.</i> Commas are used in lists if they can be replaced by 'and' or 'or' in sentences with three or more listed items. The final conjunction in a list is not replaced with a comma.	Complete the sentence with a list of the nouns. <table border="1"> <tr> <td>drinks</td><td>and</td><td>sweets</td><td>popcorn</td></tr> </table> He ordered _____ <i>He ordered drinks, sweets and popcorn.</i>	drinks	and	sweets	popcorn
drinks	and	sweets	popcorn				
5	Identify and write a present tense action verb	<i>The teachers help Beth.</i> The simple present tense is used to describe habits, unchanging situations, general truths and fixed arrangements. In order to form the present simple tense: 1. Use the base of the verb. For example, 'I take', 'you take', 'we take', 'they take'. 2. Write -s at the end of verb for 3rd person singular subjects. For example, 'he takes', 'she takes').	Use the picture to complete the simple sentence in present tense.  The sprinters _____ on the line. <i>The sprinters start on the line.</i>				
6	Use of the progressive	<i>The teacher was sitting at the desk.</i> <i>The children were listening.</i>	Which sentence is written in past progressive?				

	form of verbs in the past tense	A past progressive verb describes an ongoing action that was happening at a specific time in the past. It is often used to describe interrupted actions, setting a scene, or simultaneous actions, such as, "I was studying when the phone rang" Negative Form: "I wasn't watching". Question Form: "What were you doing?" Key Structures: I/He/She/It was + verb-ing You/We/They were + verb-ing	<i>She is having lunch.</i> <i>She was having lunch.</i>
7	Use of the progressive form of verbs in the present tense	<i>The teacher is working</i> A present progressive verb describes an action happening right now. It is also used for temporary, developing, or future-planned actions. Key Structures: am/is/are + verb + ing	
8	Maintain a consistent present tense when writing	<i>The teachers help Beth. She thanks them.</i> A consistent present simple tense is used to talk about a series of habits, unchanging situations, general truths or fixed arrangements.	Rewrite the sentence below in simple present tense. <i>Justine slept in the bed.</i> <i>Justine sleeps in the bed.</i>
9	Distinguish between	<i>The teachers help the children</i> <i>Help the children</i>	Which of the following sentences is a command?

	statements and commands	Statements express ideas or arguments; whereas, commands give advice or instructions. In statement sentences, subjects proceed verbs. In command sentences, the subject is implied.	Enjoy the delicious cake ☒ The cake is delicious ☐ What is your favourite cake ☐
10	Identify and write commands	Help the children. Command sentences must always have an imperative verb in the main clause. For example, the imperative verb 'walk' begins the main clause in the sentence: 'Please walk the dog'.	Rewrite the fragment below into a command. bedroom door <i>Close the bedroom door.</i>
11	Distinguish between statements and exclamations	Statement The teachers helped the children. Exclamation: How helpful the teachers were! Statements express ideas or arguments; whereas, exclamations express force or strong emotion such as excitement, happiness, fear or anger. In both statements and exclamations, subjects proceed verbs. Statements express facts, ideas, or arguments. Exclamations show strong emotion or surprise and are punctuated with an exclamation mark. In standard grammar curriculum (such as the UK KS1 framework), formal exclamation sentences typically begin with "What" or "How" and contain a verb (e.g., "What a beautiful day it is!").	Which of the following sentences is an exclamation? Eat the delicious cake. What a delicious cake it is!
12	Identify and write exclamations	What a fantastic goal Beth scored! / How fast he ran! Exclamation sentences must begin with 'What' or 'How' and form a full clause ending with an exclamation mark.	Rewrite the sentence below as an exclamation starting with 'What'. Sentence: It is a cold morning. Answer: What a cold morning it is!

13

Distinguish between singular and plural nouns use these within a simple sentence

The teacher helped the child.
The teachers helped the children.

Regular Nouns		
	<i>Singular</i>	<i>Plural</i>
<i>Most singular nouns form the plural by adding –s</i>	boat	boats
	house	houses
	cat	cats
<i>A singular noun ending in 's', 'x', 'z', 'ch', 'sh' makes the plural by adding –es</i>	bus	buses
	wish	wishes
	pitch	pitches
<i>A singular noun ending in a consonant and then y makes the plural by dropping the y and adding –ies</i>	penny	pennies
	spy	spies
	daisy	daisies

Irregular Nouns	
<i>Singular</i>	<i>Plural</i>
woman	women
leaf	leaves
foot	feet

Identical Nouns	
<i>Singular</i>	<i>Plural</i>
sheep	sheep
species	species
aircraft	aircraft

Spot the mistake and redraft below.

Both mans sat down.



Both men sat down.

14	Maintain the correct subject/verb agreement when writing with singular and plural subjects	<i>The teacher helps the child.</i> <i>The teachers help the children.</i> The verb must agree with the subject in number. For example, we use the verb 'loves' for a singular subject in the sentence: 'The clown loves balloons.' We use the verb 'love' for a plural subject in the sentence: 'The clowns love balloons.'	Which pair of verbs correctly completes the sentence below? <i>The head teacher _____ trophies and the children _____ they are chosen.</i> Tick one. <i>award</i> <i>hopes</i> ☐ <i>awards</i> <i>hope</i> ☒ <i>award</i> <i>hope</i> ☐ <i>awards</i> <i>hopes</i> ☐
15	Identify and write adjectives before nouns acting as the subject	<i>The tall teacher helped the child.</i> Adjectives modify nouns. Adjectives proceeding a noun are not essential for a complete thought. Descriptive adjectives are used to express the size, colour, or shape of a noun.	Rewrite the sentence below changing the adjective to create a new sentence that describes the team as successful. <i>The losing team looked at each other.</i> <i>The winning team looked at each other.</i>
16	Identify and write adjectives before nouns acting as the object	<i>The teacher helped the grateful child.</i> Adjectives modify nouns. Adjectives proceeding a noun are not essential for a complete thought. Descriptive adjectives are used to express the size, colour, or shape of a noun.	Use the picture to rewrite the sentence below by adding an adjective to the noun. <i>She brushed her hair.</i> <i>She brushed her blue hair.</i> 

17	Identify and write commas to list adjectives	<i>The tall, kind teacher helped the child.</i> Commas are used in lists of two or more adjectives. When the adjectives proceed the noun, a conjunction is not used to join the final two adjectives in the list. Adjectives are listed in the following order: opinion-size-age-shape-colour-origin-material-purpose	Complete the sentence with a modified noun. <table><tr><td>thick</td><td>coat</td><td>red</td><td>lovely</td></tr></table> He wore a _____ <i>He wore a lovely, thick, red coat.</i>	thick	coat	red	lovely																																	
thick	coat	red	lovely																																					
18	Identify and write apostrophes for contraction	<i>She's a tall, kind teacher.</i> An apostrophe can indicate that two or more words have been combined to produce a single, shortened word. <table><tr><th>Subject</th><th>Present tense 'to be'</th><th>Contraction</th></tr><tr><td>I</td><td>I <u>am</u> finished.</td><td><u>I'm</u> finished.</td></tr><tr><td>You</td><td>You <u>are</u> finished.</td><td><u>You're</u> finished.</td></tr><tr><td>He / She / It</td><td>He <u>is</u> finished.</td><td><u>He's</u> finished.</td></tr><tr><td>We</td><td>We <u>are</u> finished.</td><td><u>We're</u> finished.</td></tr><tr><td>They</td><td><u>They are</u> finished.</td><td><u>They're</u> finished.</td></tr></table> <table><tr><th>Verb Type</th><th>Negative</th><th>Contraction</th></tr><tr><td rowspan="4">'to be'</td><td>He <u>is not</u> finished.</td><td>He <u>isn't</u> finished.</td></tr><tr><td>They <u>are not</u> finished.</td><td>They <u>aren't</u> finished.</td></tr><tr><td>He <u>was not</u> finished.</td><td>He <u>wasn't</u> finished.</td></tr><tr><td>They <u>were not</u> finished.</td><td>They <u>weren't</u> finished.</td></tr><tr><td rowspan="3">'to do'</td><td>I <u>do not</u> finish the work.</td><td>I <u>don't</u> finish the work.</td></tr><tr><td>He <u>does not</u> finish the work.</td><td>He <u>doesn't</u> finish the work.</td></tr><tr><td>He <u>did not</u> finish the work.</td><td>He <u>didn't</u> finish the work.</td></tr></table>	Subject	Present tense 'to be'	Contraction	I	I <u>am</u> finished.	<u>I'm</u> finished.	You	You <u>are</u> finished.	<u>You're</u> finished.	He / She / It	He <u>is</u> finished.	<u>He's</u> finished.	We	We <u>are</u> finished.	<u>We're</u> finished.	They	<u>They are</u> finished.	<u>They're</u> finished.	Verb Type	Negative	Contraction	'to be'	He <u>is not</u> finished.	He <u>isn't</u> finished.	They <u>are not</u> finished.	They <u>aren't</u> finished.	He <u>was not</u> finished.	He <u>wasn't</u> finished.	They <u>were not</u> finished.	They <u>weren't</u> finished.	'to do'	I <u>do not</u> finish the work.	I <u>don't</u> finish the work.	He <u>does not</u> finish the work.	He <u>doesn't</u> finish the work.	He <u>did not</u> finish the work.	He <u>didn't</u> finish the work.	Rewrite the passage below using an apostrophe for contraction. <i>I am good football player. They are even better than me.</i> <i>I'm a good football player. They're even better than me.</i>
Subject	Present tense 'to be'	Contraction																																						
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N.B. Apostrophes can also indicate possession. This will be covered in Year 3.

19

Identify and write prepositions of time, place and movement

*Beth kicked the ball **on** Monday.*

*Beth kicked the ball **behind** the tree.*

*Beth kicked the ball **across** the path.*

Prepositions show the relationship between nouns and/or pronouns in a sentence.

Prepositions can appear:

1. before nouns and noun phrases. For example, 'Jamal walked towards Harry.'
2. before pronouns. For example, 'Jamal walked towards me.'

Single-word Prepositions		
Time	Place	Movement
on	on	onto/off
in	in	into
at	at	across
by	by	towards
before/after	over/under	over/under
to	above/below	up/down
since	between	past
until	through	around

Which preposition would be best to complete both sentences?

She runs _____ breakfast.

She awoke _____ midday.

during

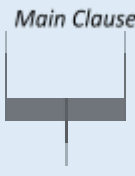
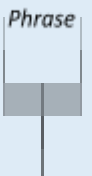
before

in

out

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one.

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20	Distinguish between a main clause and a phrase	<i>Beth kicked the ball behind the tree.</i> Main Clause  Phrase  A main clause is a group of words made up of a subject (single or compound) paired with a predicate (single or compound). A main clause can stand alone as a sentence as it makes sense on its own. A phrase is a group of words without a verb. A phrase cannot stand alone as a sentence as it does not make sense on its own.	Circle the main clause and underline the phrase. <u>I launched the rocket</u> into the air.
21	Identify and write compound sentences with the co-ordinating conjunction 'but'	<i>The teachers helped Beth, but she wanted to do it herself.</i> <i>A compound sentence is formed by joining two independent main clauses with a co-ordinating conjunction. The conjunction 'but' is used to link two contrasting ideas. Each clause on either side of 'but' must contain a subject and a verb and make sense on its own.</i>	<i>Join the two simple sentences below using the co-ordinating conjunction 'but'.</i> The sun was shining. It was very cold. The sun was shining, but it was very cold.
22	Identify and write compound sentences with the co-ordinating conjunction 'or'	<i>We can play football, or we can go to the park.</i> <i>A compound sentence joins two independent main clauses. The co-ordinating conjunction 'or' is used to introduce a choice or an alternative between two options. Both sides of the conjunction must be full clauses with their own subject and verb.</i>	<i>Which co-ordinating conjunction correctly completes the compound sentence below?</i> <i>Sentence: We could watch a movie ____ we could play a board game.</i>
23	Identify and write complex sentences that open with a	<i>The teachers helped Beth because she was stuck.</i> <i>The children went inside when it started to rain.</i>	<i>Choose the correct subordinating conjunction to complete the sentence.</i> <i>Sentence: We stayed indoors _____ it was raining heavily.</i>

	main clause followed by a subordinate clause ('because', 'when', 'if' and 'that')	• We can play outside if the sun shines. • She said that she enjoyed the cake. A complex sentence is formed by joining an independent main clause and a dependent subordinate clause. Subordinating conjunctions ('because', 'when', 'if', 'that') introduce the subordinate clause, which adds extra information but cannot stand alone as a sentence. When the main clause comes first, no comma is needed before the subordinating conjunction.											
24	Identify and write prepositional phrases of time, place and movement within simple sentences	Beth kicked the ball on Monday. Beth kicked the ball behind the tree. Beth kicked the ball across the path. Prepositional phrases show the relationship between nouns and/or pronouns in a sentence. A prepositional phrase can function as an adjective or adverb. As an adjective, the prepositional phrase will answer the question ‘Which one?’ For example: ‘The book <u>on the bathroom floor</u> is ruined from the steam.’ As an adverb, a prepositional phrase will answer questions such as ‘How? Why? When? Or Where?’ For example: ‘Josh begged his friends for a pencil <u>before class</u>.’	Use the picture to rewrite the sentence below so it ends with a prepositional phrase for ‘time’. FEBRUARY <table><tr><td>MONDAY</td><td>TUESDAY</td><td>WEDNESDAY</td><td>THURSDAY</td><td>FRIDAY</td></tr><tr><td>1</td><td>2</td><td>3 </td><td>4</td><td>5</td></tr></table> football match I played a football match. I played a football match on Wednesday.	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	1	2	3 	4	5
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY									
1	2	3 	4	5									
25	Identify and write prepositional phrases of time, place and movement	On Monday, Beth kicked the ball. Behind the tree, Beth kicked the ball. Across the path, Beth kicked the ball.	Rewrite the sentence below so the prepositional phrase begins the sentence. <u>Do not</u> use additional words. Harry drove his car on a cold morning. On a cold morning, Harry drove his car.										

	that begin simple sentences	A comma should be used after a prepositional phrase when the prepositional phrase starts the sentence.	
26	Identify and write adverbs of manner and time within a sentence	<i>Beth gently kicked the ball.</i> <i>Beth kicked the ball yesterday.</i> Adverbs are words that modify a verb, an adjective, another adverb or an entire clause or sentence. Adverbs of time and manner modify verbs or entire clauses only. <u>Adverbs of Manner</u> Adverbs of manner tell us <i>how</i> something happens. They are usually placed either: 1. after the main verb. For example, 'He swims <u>well</u>.' 2. after the object. For example, 'He ate the cake <u>greedily</u>.' An adverb of manner cannot be put between a verb and its direct object. The adverb must be placed either before the verb or at the end of the clause. If there is a preposition before the verb's object, you can place the adverb of manner either: 1. before the preposition. For example, 'The child ran happily towards his mother.' 2. after the object. For example, 'The child ran towards his mother happily.' <u>Adverbs of Time</u>	Which box shows the adverb in the sentence below? Tick one. The lovely butterfly flew gracefully.    

		Adverbs of time tell us <i>when</i> an action happened, they also describe <i>how long</i> or <i>how often</i> a certain action happened. Adverbs of time are usually placed at the end of the sentence. For example, 'He ate the cake today.'	
27	Identify and write adverbs of manner that begin a sentence	<i>Gently, Beth kicked the ball.</i> A comma should be used after an adverb of manner when the adverb of manner starts the sentence.	Rewrite the sentence below so the adverbial phrase begins the sentence. <u>Do not</u> use additional words. <i>I crept up the stairs slowly.</i> <i>Slowly, I crept up the stairs.</i>