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	*The **teachers** helped **Beth**.* 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 mountain?' Proper nouns are named nouns that identify a particular person, place or thing. For example, 'Have you ever climbed Kilimanjaro?' 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. *jenny and maya went on a school trip to london.* *Jenny and Maya went on a school trip to London.*
2	Identify and write lists of nouns joined with conjunctions	*The teachers helped **Beth** and **Susan** and **Abdul**.* Listed common and/or proper nouns can act as subjects and/or objects of a sentence.	Number the listed nouns below. *Bruno ate apples and oranges and bananas.*
3	Identify and write conjunctions to list nouns	*The teachers helped Beth **and** Susan **and** Abdul.* 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* _____ *Mr Smith bought tennis balls and footballs and basketballs.*

<table>
<tr>
<td>4</td>
<td>Identify and write commas to list nouns</td>
<td>The teachers helped Beth, Susan and Abdul.

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.</td>
<td>Complete the sentence with a list of the nouns.

<table>
<tr><td>drinks</td><td>and</td><td>sweets</td><td>popcorn</td></tr>
</table>

He ordered _____

He ordered drinks, sweets and popcorn.</td>
</tr>
<tr>
<td colspan="2">Writing Outcome A</td>
<td colspan="2">One expositional paragraph including:
1. a topic sentence comprised of one simple sentence
2. one simple sentence comprised of a list of proper nouns
3. two simple sentences comprised of lists of common nouns

<table>
<tr><th>Purpose</th><th>Narrative Perspective</th><th>Tense</th></tr>
<tr><td>To Inform</td><td>1st Person</td><td>Simple Past</td></tr>
</table>

SPO

Topic Sentence: _____

_____

1. _____

2. _____

3. _____</td>
</tr>
</table>

		I packed a suitcase for our family holiday to Europe. We travelled to France, Spain and Germany. I packed shorts, shirts and hats for my brother. I packed suncream, sunglasses and towels for my sister.	
5	Identify and write a present tense action verb	*The teachers **help** Beth.* 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.* *The sprinters start on the line.*
6	Maintain a consistent present tense when writing	*The teachers **help** Beth. She **thanks** them.* 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. *Justine slept in the bed.* *Justine sleeps in the bed.*

<table>
<tr>
<td>7</td>
<td>Distinguish between statements and commands</td>
<td>The teachers help the children
Help the children

Statements express ideas or arguments; whereas, commands give advice or instructions. In statement sentences, subjects proceed verbs. In command sentences, the subject is implied.</td>
<td>Which of the following sentences is a command?

Tick one.

Enjoy the delicious cake ☑

The cake is delicious ☐

What is your favourite cake ☐</td>
</tr>
<tr>
<td>8</td>
<td>Identify and write commands</td>
<td>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’.</td>
<td>Rewrite the fragment below into a command.

bedroom door

Close the bedroom door.</td>
</tr>
<tr>
<td colspan="2">Writing Outcome B</td>
<td colspan="2">A set of instructions including:
1. a topic sentence comprised of one simple sentence
2. a minimum of five numbered command sentences each written on a new line

<table>
<tr><th>Purpose</th><th>Narrative Perspective</th><th>Tense</th></tr>
<tr><td>To Inform</td><td>2nd Person</td><td>Simple Present</td></tr>
</table>
</td>
</tr>
</table>

SPO

Topic Sentence: _____

_____

1. _____
2. _____
3. _____
4. _____
5. _____

We follow a classroom routine at the beginning of every day.

1. *Enter the classroom.*
2. *Wash your hands.*
3. *Hang your coat on a peg.*
4. *Walk to the carpet.*
5. *Sit in your space.*

9	Distinguish between singular and plural nouns use these within a simple sentence	*The **teacher** helped the **child**.* *The **teachers** helped the **children**.*	Spot the mistake and redraft below. *Both mans sat down.* *Both men sat down.*

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

Irregular Nouns	
Singular	*Plural*
woman	women
leaf	leaves
foot	feet

Identical Nouns	
Singular	*Plural*
sheep	sheep
species	spies
aircraft	aircraft

10	Maintain the correct subject/verb agreement when writing with singular and plural subjects	*The **teacher** helps the **child**.* *The **teachers** help the **children**.* 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? *The head teacher _____ trophies and the children _____ they are chosen.* Tick **one**. *award* *hopes* ☐ *awards* *hope* ☑ *award* *hope* ☐ *awards* *hopes* ☐
11	Identify and write adjectives before nouns acting as the subject	*The **tall** teacher helped the child.* 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. *The losing team looked at each other.* *The winning team looked at each other.*
12	Identify and write adjectives before nouns acting as the object	*The teacher helped the **grateful** child.* 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. *She brushed her hair.* *She brushed her blue hair.*

<table>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td>13</td><td>Identify and write commas to list adjectives</td><td>The tall, kind teacher helped the child.

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</td><td>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 _____

He wore a lovely, thick, red coat.</td></tr>
<tr><td colspan="2">Writing Outcome C</td><td colspan="2">One paragraph character description based on a picture prompt that includes irregular plural nouns (e.g. teeth). The character description must be comprised of:
1. a minimum of five simple sentences
2. a minimum of three sentences that include adjectives written before nouns acting as subjects and/or objects

<table><tr><th>Purpose</th><th>Narrative Perspective</th><th>Tense</th></tr><tr><td>To Entertain</td><td>3rd Person</td><td>Simple Past</td></tr></table>

The tall teacher craned his neck. He stared at the class. The teacher flashed a smile. His white teeth glistened. His long, blue tie dangled from his neck.</td></tr>
</table>

14 Identify and write apostrophes for contraction

She's *a tall, kind teacher.*

An apostrophe can indicate that two or more words have been combined to produce a single, shortened word.

Subject	*Present tense 'to be'*	*Contraction*
I	I am finished.	I'm finished.
You	You are finished.	You're finished.
He / She / It	He is finished.	He's finished.
We	We are finished.	We're finished.
They	They are finished.	They're finished.

Verb Type	*Negative*	*Contraction*
'to be'	He is not finished.	He isn't finished.
	They are not finished.	They aren't finished.
	He was not finished.	He wasn't finished.
	They were not finished.	They weren't finished.
'to do'	I do not finish the work.	I don't finish the work.
	He does not finish the work.	He doesn't finish the work.
	He did not finish the work.	He didn't finish the work.

N.B. Apostrophes can also indicate possession. This will be covered in Year 3.

Rewrite the passage below using an apostrophe for contraction.

I am good football player. They are even better than me.

I'm a good football player. They're even better than me.

15 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.

Tick **one**.

- during ☐
- before ☑
- in ☐
- out ☐

16 Distinguish between a main clause and a phrase

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

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.

I launched the rocket into the air.

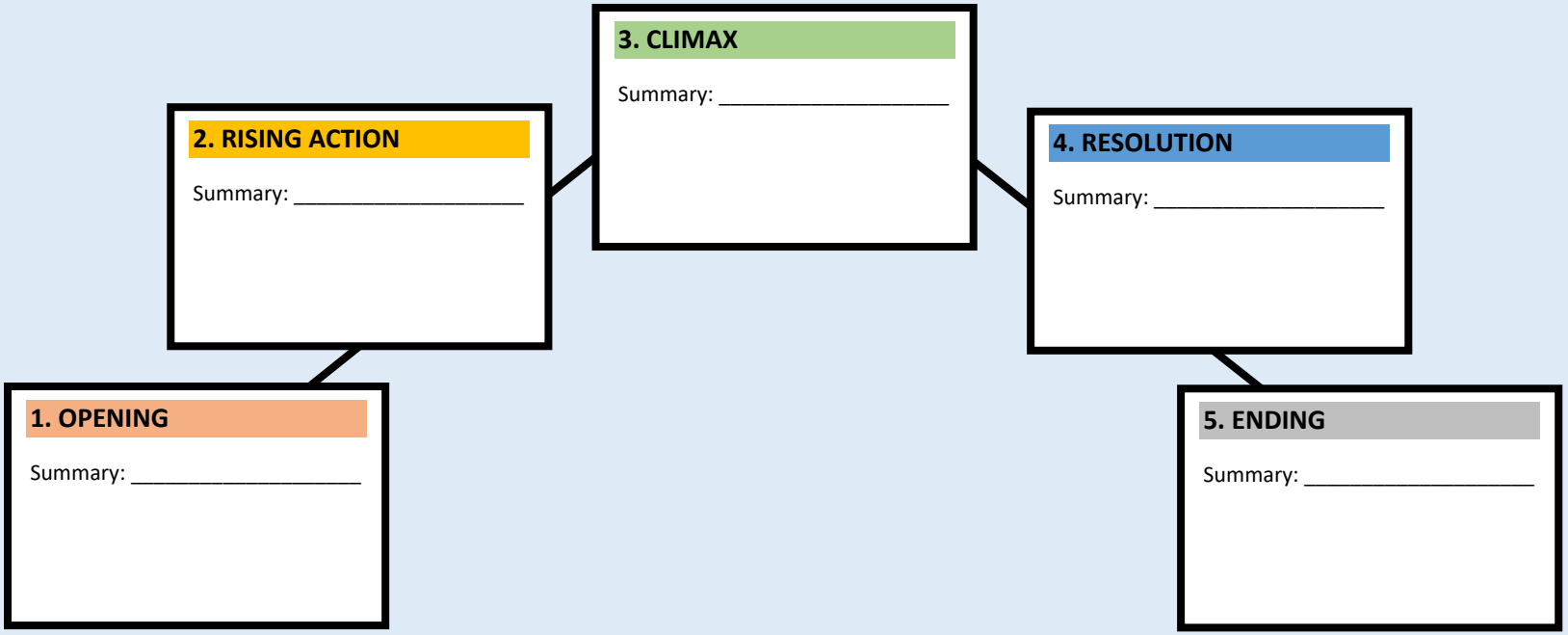
17	Identify and write prepositional phrases of time, place and movement within simple sentences	*Beth kicked the ball **on Monday**.* *Beth kicked the ball **behind the tree**.* *Beth kicked the ball **across the path**.* Prepositional phrases show the relationship between nouns and/or pronouns in a 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'. *I played a football match.* *I played a football match on Wednesday.*
18	Identify and write prepositional phrases of time, place and movement that begin simple sentences	***On Monday,** Beth kicked the ball.* ***Behind the tree,** Beth kicked the ball.* ***Across the path,** Beth kicked the ball.* A comma should be used after a prepositional phrase when the prepositional phrase starts the sentence.	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.*

Writing Outcome D

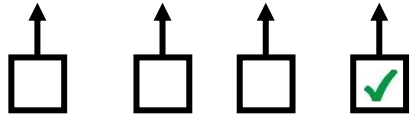
Five-plot-point narrative that includes a minimum of three prepositional phrases across the outcome. The narrative must be comprised of:

1. Opening – one simple sentence
2. Rising Action – one simple sentence
3. Climax – one simple sentence
4. Resolution – one simple sentence
5. Ending – one simple sentence

Purpose	Narrative Perspective	Tense
To Entertain	3rd Person	Simple Past



The sun set on the playground. Ayomide heard something in the distance. From nowhere, a dog leapt at him. Ayomide ran out of the playground. Behind the playground fence, the dog barked at Ayomide.

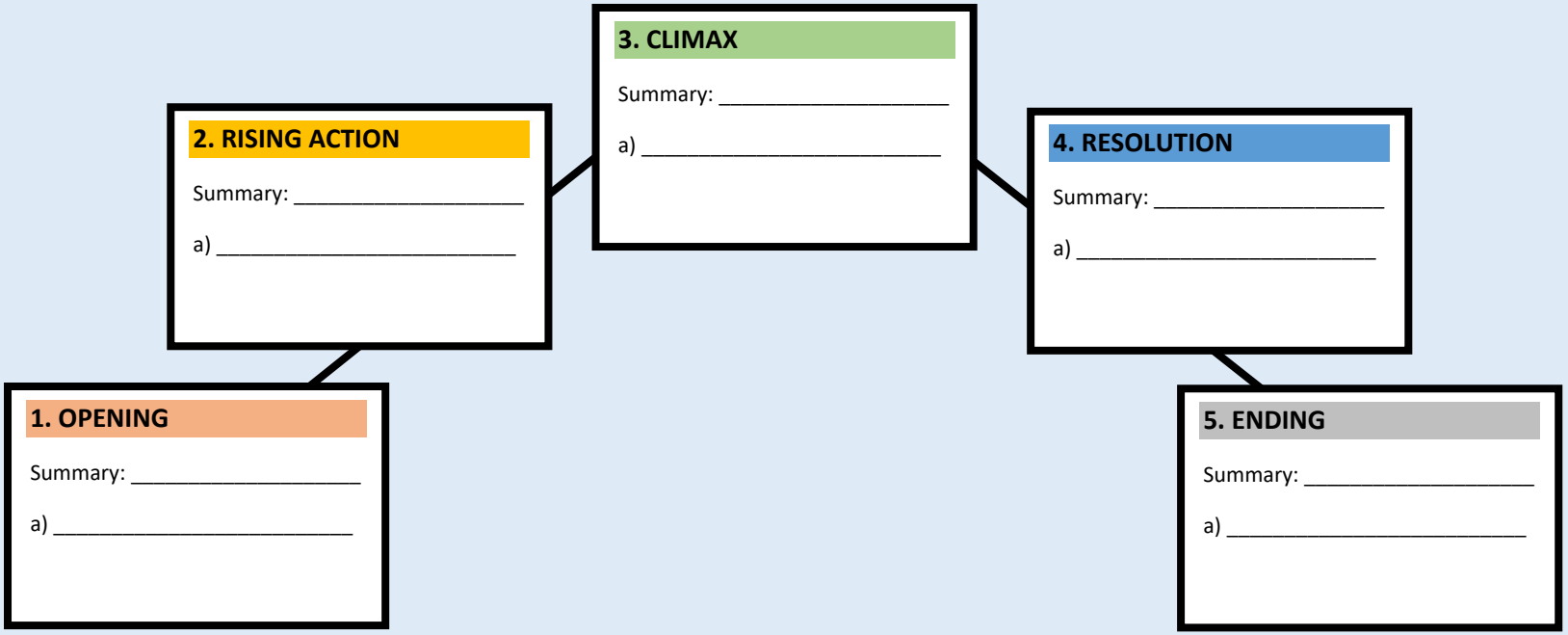
19	Identify and write adverbs of manner and time within a sentence	*Beth **gently** kicked the ball.* *Beth kicked the ball **yesterday**.* Adverbs are words that modify a verb, an adjective, another adverb or an entire clause or sentence. Adverbs of time and manner modify verbs or entire clauses only. <u>Adverbs of Manner</u> Adverbs of manner tell us *how* 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> Adverbs of time tell us *when* an action happened, they also describe *how long* or *how often* a certain action happened. Adverbs of time are usually placed at the end of the sentence. For example, 'He ate the cake today.'	Which box shows the adverb in the sentence below? Tick one. The lovely butterfly flew gracefully. 

Writing Outcome E

Five-plot-point narrative that includes a minimum of two adverbs of time and two adverbs of manner across the outcome. The narrative must be comprised of:

1. Opening – two simple sentences
2. Rising Action – two simple sentences
3. Climax – two simple sentences
4. Resolution – two simple sentences
5. Ending – two simple sentences

Purpose	Narrative Perspective	Tense
To Entertain	3rd Person	Simple Past



A row of trees swayed gently in the breeze. They led into a cave. Helen had found the lair. The ground shook suddenly. Two red eyes appeared in the cave entrance. The dragon lurched forward noisily. Then Helen bravely swiped her sword. The sword struck the dragon. Helen returned to the village. The villagers cheered loudly.

<table>
<tr>
<td>20</td>
<td>Identify and write adverbs of manner that begin a sentence</td>
<td>Gently, Beth kicked the ball.

A comma should be used after an adverb of manner when the adverb of manner starts the sentence.</td>
<td>Rewrite the sentence below so the adverbial phrase begins the sentence. <u>Do not</u> use additional words.

I crept up the stairs slowly.

Slowly, I crept up the stairs.</td>
</tr>
<tr>
<td colspan="2">Writing Outcome F</td>
<td colspan="2">A set of instructions including:
1. a topic sentence comprised of one simple sentence
2. a minimum of six numbered command sentences each written on a new line
3. a minimum of four command sentences which open with an adverb of manner or time

<table>
<tr><th>Purpose</th><th>Narrative Perspective</th><th>Tense</th></tr>
<tr><td>To Inform</td><td>2nd Person</td><td>Simple Present</td></tr>
</table>

SPO

Topic Sentence: _____

_____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____</td>
</tr>
</table>

	Follow this sandwich recipe for delicious results. 1. *Carefully, slice the bread lengthways.* 2. *Generously, spread the butter on the bread.* 3. *Sprinkle grated cheese.* 4. *Layer the sliced cucumber over the cheese.* 5. *Squeeze mayonnaise onto the cucumber.* 6. *Finally, fold the slices together.*