



# Morley and Tacolneston Federation

## Knowledge Organiser Years 1 and 2 Grammar and punctuation.

### Grammar Terminology for Pupils (YEAR 1)

letter, capital letter, word, singular, plural, sentence, punctuation,

### Additional Grammar Terminology for Pupils (YEAR 2)

noun, expanded noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present), subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

### Punctuation Terminology for Pupils (Year 1)

capital letter, full stop, question mark, exclamation mark

### Additional Punctuation Terminology for Pupils (Year 2)

apostrophe, comma

### Spelling / word structure (Year 1)

Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], Simple suffixes (e.g. helping, helped, helper) The prefix un – e.g. Kind - unkind, or tie - untie.

### Spelling / word structure (Year 2)

Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less. Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs

### Text / presentation

Children combine sentences to create simple narratives.

In year 2, they begin to use tense consistently: past tense and present and past progressive tense.

**In Year 1**, children focus on separating words with spaces. They learn how to combine words to make sentences. They learn to join words and clauses with the conjunction ‘and’.

They learn to capitalise real names and the pronoun I.

**In Year 2**, children develop this further. They use capital letters, full stops, question marks and exclamation marks to demarcate sentences. They use commas to separate items in a list and apostrophes to show contractions and to show singular possession.

### In Year 1, children begin to make compound sentences by using the conjunction ‘and’.

Simple Sentence	Compound sentence	Implied compound sentence
I was wet. Dan was wet. Monday was wet.	I was wet and I was cold. Dan was wet and Dan was cold. Monday was wet and it was raining.	I was wet and cold. Dan was wet and cold. Monday was wet and rainy.
<b>Key concept:</b> Capital letter for the pronoun ‘I’. Capital letter for proper nouns: people, places and days of the week. Full stop to end the sentence.		
<b>Beginning to punctuate sentences with:</b>		
a capital letter, full stop I am happy.	a question mark Are you happy?	an exclamation mark. What a great day!

<b>In Year 2, children develop their knowledge of punctuation further, consolidating those taught in Year 1 and using commas for lists and apostrophes.</b>			
<b>Commas for lists</b> The beach was hot, sandy and fun. The big, friendly, man ate the ice-cream.	<b>Apostrophe for contraction</b> I'm going to the beach. He's taking the car. We're going with Grandma.	<b>Apostrophe for singular possession</b> The man's hat The dog's bone The cat's whiskers	
<b>Learn how to use sentences with different forms</b>			
<b>Command</b> Sit down. Stir the mixture. Please, wipe your feet.	<b>Exclamation</b> How amazing! What a great picture! What a mess!	<b>Question</b> Can you all sit down? Can you stir the mixture? Have you wiped your feet?	<b>Statement</b> The children sat down. The boy made the cake. The girl wiped her feet.
<b>Expanded noun phrases to describe and specify</b>			
The big, blue butterfly flew past.		The tall man wearing the pink tie laughed.	
<b>Learn how to use the present and past tense correctly, including the progressive form.</b>			
<b>Simple present</b>	<b>Present progressive</b>	<b>Simple past</b>	<b>Past progressive</b>
I swim.	I am swimming.	I swam in the river.	I was swimming in the river.
<b>Start to make compound sentences using coordinating conjunctions: or, but, and, so</b>			
<b>Simple sentence</b>	<b>Compound sentence</b>		
I don't like swimming. I like swimming. I like swimming. I like swimming.	I don't like swimming <b>or</b> jumping in. I like swimming <b>but</b> I don't like jumping in. I like swimming <b>and</b> diving. I like swimming <b>so</b> we are going to the swimming pool.		
<b>Start to use subordination using when, if, that, because.</b>			
<b>Simple sentence</b>	<b>Complex sentence</b>		
I go swimming.	I go swimming <b>when</b> I visit my gran. <b>When</b> I visit my gran, I go swimming. I go swimming <b>if</b> it is sunny. <b>If</b> it is sunny, I go swimming. We go swimming <b>because</b> I like it. <b>Because</b> I like it, we go swimming. The swimming pool, <b>that</b> I go to, is in Wymondham.  <i>(Children are not expected to use commas between clauses at this level)</i>		

Lower case letters

abcdefghijklmnopqrstuvwxyz

Capitals

ABCDEFGHIJKLMNOPQRSTUVWXYZ

Numbers

1 2 3 4 5 6 7 8 9 0