

Year Two
Progression in English



	<i>Autumn</i>	<i>Spring</i>	<i>Summer</i>
<i>English</i>	<p>Adding “-ly” to an adjective to make an adverb eg. <i>quick – quickly</i></p> <p>Coordinating conjunctions to create a compound sentence eg. <i>or, and, but</i></p> <p>Subordinate conjunctions to create a complex sentence eg. <i>when, if, that, because</i></p> <p>Write expanded noun phrases: determiner + adjective + noun (<i>the red balloon</i>) determiner + noun + prepositional phrase (<i>the cat in the basket</i>)</p> <p>Write a statement that starts with a capital letter and finishes with a full stop</p> <p>Suffixes – forming comparative and superlative adjectives by doubling the final letter and adding “-er” and “-est” eg. <i>big – bigger – biggest</i></p> <p>Suffixes – formation of adjectives by adding “-ful” eg. <i>care – careful</i></p> <p>Form simple past tense by adding “-ed” eg. <i>He played at school.</i></p>	<p>Ask a question and use a question mark</p> <p>Command, using the imperative form of a verb eg. <i>give... take...</i></p> <p>Write a sentence that ends with an exclamation mark</p> <p>Use simple present tense, showing subject-verb agreement: Infinitive (add “s” to the third person) Eg. <i>I like, he/she likes, we like, they like, you like</i></p> <p>Use present continuous tense: “to be” + “-ing” <i>I am playing, he/she is playing, they are playing</i></p> <p>Using commas to separate lists eg. <i>He had a bag, ball and carpet.</i></p> <p>Apostrophes of omission eg. <i>he didn’t, he couldn’t</i></p> <p>To put spoken words (found in a speech bubble) into inverted commas, starting with a capital letter.</p>	<p>Move from generic nouns to specific nouns, eg, “dog” to “terrier”</p> <p>Temporal connectives eg. <i>next, last, an hour later</i></p> <p>Use first, second and third person with subject-verb agreement</p> <p>Onomatopoeia</p> <p>Alliteration (verb + noun) eg. <i>dancing dandelions, hiding hyenas</i></p>