

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. <i>Get in the car.</i>
Exclamation	Usually begin with 'How' or 'What'. Full sentence including a verb. <i>What happened to your car!</i>
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. <i>Is that your car?</i> Usually end with question mark.
Statement	Sentence that claims something as truth. <i>My car is blue.</i> Ends with full stop.

Expanded Noun phrases



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 coordination (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