



# PUNCTUATION, VOCABULARY & GRAMMAR YEAR 2 KNOWLEDGE ORGANISER



## Year 2 Overview



- By the end of Year 2, you should be able to tell the difference between statements, questions and exclamations, and use punctuation to show this.
- You should also be able to use commas correctly in lists and apostrophes for contraction and possession.
- You should be able to use a range of suffixes and understand how they affect words.
- To connect your ideas, you should develop a range of conjunctions, e.g. and, but, or, when, if, that, because.
- You should be able to write longer pieces with more detail (expanded noun phrases) and in the same tense.

## Punctuation

### Statements, Questions and Exclamations

- Full stops, question marks and exclamation marks (you learnt about them in Year 1) can be used to show whether a sentence is a statement, question, or exclamation.
- Statements tell the reader a fact or idea about a single topic. They end in a full stop.
- Questions are sentences that ask something. They end in a question mark.
- Exclamations show emotions like surprise or anger. They end in an exclamation mark.



### Commas

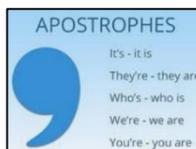
-Commas are punctuation marks that can separate items in a list.

-For example:  
'The dragon had long, sharp claws' or 'Tom bought some milk, bread and sugar.'



### Apostrophes

- Apostrophes are punctuation marks that look like a floating comma.
- Apostrophes can be used for two reasons:
  1. Apostrophes are used in contractions, to show missing letters when two words have been put together, e.g. 'have not – haven't.'
  2. Apostrophes can also show when something belongs to someone, e.g. 'It is Sarah's pencil case' or 'it was Ben's idea.'



## Vocabulary and Grammar



**-Suffixes -ness and -er:** The suffix -ness can turn adjectives into nouns, e.g. 'sad – sadness' and 'cold – coldness.'

-The suffix -er can be added to verbs and nouns to create other nouns, e.g. 'play – player' and 'bank – banker.'



-When the adjective ends in a 'y', this should be replaced by an 'i' when adding -ness or -er (e.g. happy – happiness).

**-Suffixes -ful and -less:** The suffixes -ful and -less can be added to other words to create adjectives. Examples include 'help - helpful', 'joy – joyful' and 'home – homeless.'



**-Compound Words:** Nouns can be created by putting words together. e.g. post + man = postman, class + room = classroom.

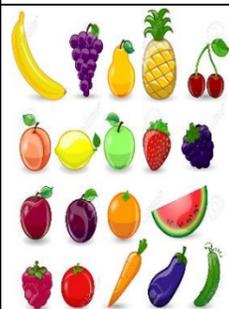
**-Suffixes -er and -est:** Adding '-er' to adjectives makes comparatives (comparing things) e.g. happy – happier.

-Adding '-est' to adjectives makes superlatives (the 'most' of something) e.g. happy – happiest.



**-Adverbs:** Adding 'ly' to adjectives can make adverbs – words that add extra information to verbs and nouns. e.g. 'quiet' to 'quietly' and 'fierce' to 'fiercely.'

### Word Level



**-Conjunctions:** The conjunctions 'and', 'or' & 'but' join equal parts of a sentence, e.g. 'I can have an apple or a banana.'

- 'When', 'if', 'that' and 'because' add a part to a sentence that doesn't make sense alone, e.g. 'I will go if you do too.'

- **Expanded Noun Phrases:** Use adjectives to describe nouns, for example 'the loud dog' or 'the tasty grapes.'

### Sentence Level



**Past and Present Tense:** Stay in the correct tense: past (e.g. went, played) or present (e.g. go, play). By adding 'ing' to the verb you can show it is still happening (e.g. going, playing).

### Text Level

## Key Terminology

Noun

Noun  
Phrase

Statement

Question

Exclamation

Command

Prefix/Suffix

Compound

Adjective

Adverb

Comma

Verb

Tense

Apostrophe