

EGPS guidance

Year 2

Exemplification of the Programmes of Study for
English grammar, punctuation and spelling

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National Curriculum 2014

Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Spelling, vocabulary, grammar, punctuation and glossary

The two statutory appendices – on spelling and on vocabulary, grammar and punctuation – give an overview of the specific features that should be included in teaching the programmes of study.

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. References to developing pupils' vocabulary are also included within the appendices.

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. A non-statutory Glossary is provided for teachers.

Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

Message from the English team:

All maintained schools must use the national curriculum to support their planning and assessment, however, we have found that there are aspects of the curriculum which require further clarification. This series of booklets aims to provide teachers with a comprehensive overview of the EGPS aspect of the curriculum. In putting together this document, the English team hope to support you in your own grammatical knowledge and enable you to deliver the EGPS element of the curriculum with confidence to your class. There are four booklets in this series (Years 1, 2, 3-4, 5-6) and we advise that you and your class are well acquainted with the curriculum preceding your year group.

As the end of Key Stage 1 EGPS test incorporates all grammar and spelling learning from Key Stage 1. Correct spelling is required for the award of the mark for the majority of questions in Paper 2, especially in the following cases:

verb forms – the whole word must be correctly spelt for the award of the mark

contractions – the full contraction must be correctly spelt and the apostrophe correctly placed for the award of the mark

prefixes and suffixes – the whole word (i.e. the root and the prefix and / or suffix) must be correctly spelt for the award of the mark

plurals – the whole word must be correctly spelt in responses to questions assessing plurals for the award of the mark. The use of an apostrophe in the formation of a plural will prohibit the award of the mark, unless this is a legitimate use to indicate a possessive plural

Weighting of EGPS in KS1 papers: Paper 1: spelling = 50%; Paper 2: questions= 50%

Please note that the curriculum page references come from **English programmes of study: key stages 1 and 2** which can be found on the DFE site:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

English Appendix 2: Vocabulary, grammar and punctuation

Page 65 in the English programmes of study: key stages 1 and 2, National curriculum in England, September 2013.

Year 2: detail of content to be introduced (statutory requirement)	
Word	Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>] Formation of adjectives using suffixes such as <i>-ful, -less</i> Use of the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs
Sentence	Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and</i> or <i>but</i>) Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
Text	Correct choice and consistent use of present tense and past tense throughout writing Use of progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]
Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items on a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]
Terminology for pupils	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

Writing - transcription

(Page 19-20, English programmes of study: key stages 1 and 2): spelling

(See **English Appendix 1: Spelling** from the English programmes of study: key stages 1 and 2, National curriculum in England, September 2013.)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

Curriculum objective:

- **segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly**

A secure phonic approach is the basis on which to build spelling. Children in year two will need much practice in securing phase 5 and phase 6 phonics. Accurate use of segmenting and being able to represent phonemes with the correct graphemes is included in the teacher assessment of writing in 2016 and 2017.

Curriculum objective:

- **learning to spell common exception words**

Although the common exception words appear in the non-statutory section of the curriculum, the teacher assessment for writing in 2016 and in 2017 includes the spelling of common exception words. In the 2016 EGPS test, the word 'eyes' was included and assessed as a common exception word.

Curriculum objective:

- learning to spell more words with contracted forms

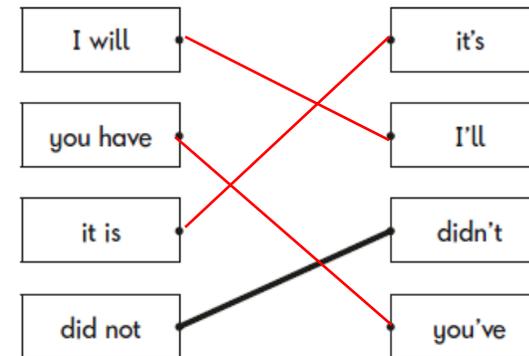
In contractions, the apostrophe shows where a letter or letters would be if the words were written in full, e.g. *can't* – *cannot*. *It's* means *it is* or *it has*. *It's* is never used for the possessive. e.g. *I like my new coat*. *Its collar is furry*.

How is it tested?

2016 Sample EGPS paper

- 4 Draw lines to match the groups of words that have the same meaning.

One has been done for you.



1 mark

- 17 Write the words I am as one word, using an **apostrophe**.

 i'm going to the shops soon.

1 mark

Curriculum objective:

- learning the possessive apostrophe (singular) [for example, *the girl's book*]

2016 EGPS paper

- 17 Write the words did not as one word, using an **apostrophe**.

I didn't think my sandcastle would win a prize.



How is it tested?

2016 EGPS paper

- 14 Which sentence uses an **apostrophe** correctly?

Tick **one**.

Lucy's bag is green and has lots of pockets.

Lucys' bag is green and has lots of pockets.

Lucys bag is green and has lot's of pockets.

Lucys bag is green and has lots of pocket's.



Curriculum objective:

- distinguishing between homophones and near-homophones

It is important to know the difference in meaning between homophones. The curriculum lists the following words: *their/there/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight.*

Curriculum objective:

- add suffixes to spell longer words, including *-ment, -ness, -ful, -less, -ly*

The term *suffix* is introduced in year 2 terminology. A suffix is an ending used on one word to turn it into another word.

There are a range of suffixes, for example *:-ed, ing, s/es/ies, s, en, ing, er, est; ful, fy*, etc. The accurate spellings of these words are also included in the teacher assessment of writing (2016 and 2017).

How is it tested?

2016 Sample Spelling Paper

The word 'knew' appeared and although it was not tested as a homophone, it could pose homophone issues.

2016 Spelling paper

The word 'pear' appeared and was tested as a homophone.

How is it tested?

2016 Sample EGPS paper

- a** Tick the word that completes the sentence.

We were _____ on our projects.

Tick **one**.

- | | |
|---------|-------------------------------------|
| worked | <input type="checkbox"/> |
| works | <input type="checkbox"/> |
| working | <input checked="" type="checkbox"/> |
| work | <input type="checkbox"/> |

10 Write **s** or **es** to make each word a plural.

fox es

card s

match es



1 mark

2016 EGPS paper

4 Add a **suffix** to the word fall to complete the sentence below.

The autumn leaves are falling to the ground.



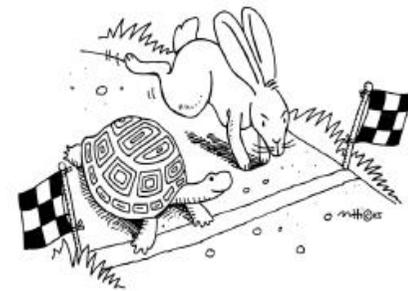
1 mark

5 Add a **suffix** to the word fast to complete the sentence below.

The hare knew that he could run faster than the tortoise.



1 mark



Curriculum objective:

- **apply spelling rules and guidance, as listed in English Appendix 1**

See curriculum pages 45-48

Curriculum objective:

- **write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.**

As part of regular spelling practice it is essential to use dictated sentences. This can support with making assessments of spellings but also correct use of punctuation. Dictations may be developed in to more than one sentence.

What a beautiful class you are!

Did everybody find the gold?

The children were on a path by the grass.

See curriculum pages 45-48

How is it tested?

The spelling paper takes the form of a dictation with missing words for the children to spell. This way, children hear the spelling in the context of a sentence. It is important to encourage children to listen to, and hear and enunciate the accurate sounds within a word. This can be supported with on-going phase one activities.

N.B: In the 2016 Sample EGPS paper, ten words out of twenty came from the year one spelling curriculum and ten words out of twenty came from year two spelling curriculum.

In the 2016 EGPS paper, nine words out of twenty came from the year one spelling curriculum and eleven words came from the year two spelling curriculum.

Writing - composition

(Page 21, English programmes of study: key stages 1 and 2)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

The process of writing; planning, drafting and writing, evaluating and editing, proof-reading for spelling and punctuation errors, performing compositions; give pupils the opportunity to develop their grammar, punctuation and spelling skills within a meaningful context. Children should be encouraged to take on responsibility for their own spellings during this process and time should be given to allow children to develop pieces of writing in line with these curriculum expectations.

Curriculum objectives such as...

- **make simple additions, revisions and corrections to their own writing by**
 - **evaluating their writing with the teacher and other pupils**
 - **re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous (progressive) form**
 - **proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]**
 - **read aloud what they have written with appropriate intonation to make the meaning clear**

...make clear that the grammar, punctuation and spelling curriculum should be part of a wider writing curriculum and that teaching should incorporate context-based grammar.

Writing - vocabulary, grammar and punctuation

(Page 22, English programmes of study: key stages 1 and 2)

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum - English 220714.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf)

Curriculum objective:

- develop their understanding of the concepts set out in English Appendix 2 by:
 - learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms of the possessive (singular)

See pages 5 and 6

Curriculum objective:

- learn how to use sentences with different forms: statement, question, exclamation, command

Questions:

A question sentence is a sentence that asks for information and ends with a question mark. It must include a verb as all sentences have a verb. It must end with a question mark.

Why did the dog run away?

NB. In pupils' writing the question mark can be used with words or phrases which are intended as a question. e.g. "Really?"

How is it tested?

2016 Sample EGPS paper

- 1 Write the missing punctuation mark to complete the sentence below.

Can you play my favourite tune?



Statements:

A statement sentence is a sentence that conveys a fact or a piece of information. It must include a verb as all sentences have a verb.

The dog ran away.

Commands:

A command sentence is a sentence that gives an order or instruction. Sometimes these sentences start with a verb, but sometimes they do not.

Tell me the reason why he ran away.

You must tell me why he went.

Please explain what happened.

Exclamations:

An exclamation (or exclamatory) sentence must also include a verb. It is a sentence that shows surprise or a strong emotion. Exclamation sentences must begin with what or how, contain a verb and have an exclamation mark at the end.

What a shame that he ran away!

How frightened he must have been!

N.B.

The use of the exclamation mark is also appropriate for interjections and commands, e.g. *Sit down! Get out of the way! Yes!*

These are not exclamation sentences however as they do not:

- a) start with 'what' or 'how'
- b) contain a subject and a verb

2016 EGPS sample paper

8 Read the sentences below.

Growing Beans

Place some damp cotton wool in a jar.

Push a bean seed down against the side of the jar.

Wait for the bean seed to sprout.

Tick the word that best describes these sentences.

- Tick **one**.
- statements
 - questions
 - commands
 - exclamations

1 mark

9 Tick the sentence that is a **statement**.

Tick **one**.

What an interesting painting!

Can you collect the crayons, please?

James washed the paintbrushes.

Check that your tables are clean.



1 mark

18 Joe wanted to buy a present. He asked his mum if Gran would like flowers.

Write Joe's question to his mum in the speech bubble.
Remember to use correct punctuation.

Would Gran like flowers?



2 marks

2016 EGPS paper

3 Which sentence is a **command**?

Tick **one**.

- Pack away your paints now.
- You should be proud of your work.
- Will you show me your painting?
- That's your best work yet!

1 mark

9 Joe and Sam are finding out about lions.

Write a **question** they could ask their teacher in the speech bubble.

Remember to use correct punctuation.

What are lions like?
How big do lions grow?
What do lions eat?

2 marks

10 What type of sentence is below?

One day, Ali decided to make a toy robot.

Tick **one**.

a question

a statement

a command

an exclamation

1 mark

18 Which punctuation mark completes the sentence below?

What a wonderful present you gave me

Tick **one**.

full stop

exclamation mark

question mark

comma

1 mark

Curriculum objective:

- expanded noun phrases to describe and specify [for example, the blue butterfly]

A noun phrase is a phrase which refers to the noun, e.g. *big cat*. It can be expanded by adding more information, e.g. *the big cat*. The use of the word 'the' here specifies a cat, therefore this is an expanded noun phrase. This can be developed further, e.g. *The big, angry cat with the torn ear*.

Curriculum objective:

- the present and past tenses correctly and consistently including the progressive form

As part of editing their work, opportunities will arise to use the grammatical terminology introduced in year one in the context of their written work.

Teaching about consistency in tense can be developed through speaking and listening activities, reading and in the editing of writing. Children need to be taught about being consistent with verb agreement in their writing and speaking.

The cats are happy. ✓

The cats is happy. ✗

We was playing out. ✗

We were playing out. ✓

In their writing, children usually need to maintain the tense that they are using because it keeps the meaning of the text clear to the reader. Mixing the present and the past tense confuses the meaning in text.

How is it tested?

This hasn't yet appeared in the EGPS test, but it is assessed as part of the teacher assessment of writing in 2016 and 2017.

How is it tested?

2016 Sample EGPS paper

- b** Write one word on the line below to complete the sentence in the **past tense**.

I went to Scotland during the school holidays.

- 13** Tick the sentence that is correct.

Tick **one**.

Adam saw his friend in the park and wave.

Adam saw his friend in the park and waved.

Adam sees his friend in the park and wave.

Adam sees his friend in the park and waved.



1 mark

Children need to understand how the past and present tenses can take different forms such as the progressive. Learning how the progressive tense is used to describe an on-going activity in the present or the past can support the development of writing.

Present tense	Present progressive tense (add verb to be and present participle)	Past tense	Past progressive tense (add the past tense of to be and the present participle)
I eat, he eats, she eats, they eat, we eat	I am eating, he is eating, she is eating, they are eating, we are eating	I ate, he ate, she ate, they ate, we ate	I was eating, he was eating, she was eating, they were eating, we were eating

Present tense:

I look out to sea and the storm clouds gather on the horizon.

Present progressive tense:

I am looking out to sea and the storm clouds are gathering on the horizon.

Past tense:

As I looked out to sea, the storm clouds gathered on the horizon.

Past progressive:

As I was looking out to sea, the storm clouds were gathering on the horizon.

The present tense and the present progressive tense can be used in the same piece of writing,

14 Tick to show whether each sentence is in the **past tense** or the **present tense**.

Sentence	Past tense	Present tense
Becky was thinking.	✓	
I am reading my book.		✓
Jo is going for a walk.		✓

1 mark

16 The verbs in boxes are in the present tense. Write these verbs in the **past tense**. One has been done for you.

visits
↓
When my family visited the zoo.

take
↓
I took photos with my new camera.

smiles
↓
My brother smiled for his picture.

2 marks

I look out to sea and the storm clouds are gathering on the horizon.

This is also the same for the past tense and the past progressive tense:

As I looked out to sea, the storm clouds were gathering on the horizon.

2016 EGPS paper

- 12 Circle the correct verbs so that the sentence is in the **past tense**.

The sun is was shining and Mia played plays
in the garden.

1 mark

- 19 Tick to show whether each sentence is written in the **past tense** or the **present tense**.

Sentence	Past tense	Present tense
Aziz gave out the paint pots.	✓	
Aziz spills water on the table.		✓
Aziz needed some glue.	✓	

1 mark

Curriculum objective:

- subordination (using *when, if, that* or *because*) and co-ordination (using *or, and* or *but*)

In this context, subordination is referring to the conjunctions and how they are used. As part of the curriculum, children need to use both co-ordination and subordination.

And, or and *but* can be used to co-ordinate words, phrases or clauses. They show that the words, phrases or clauses are an equal pair.

words:

You can have a blue or green coat.

You can have the blue and red ones

phrases:

You can have a blue one or a green one.

You can have a blue one and a red one.

or clauses:

You can have a blue coat or you can have a green coat.

You can have the blue one and you can have the red one.

You can have the blue one but you can't have the red one.

Further guidance of how subordination can occur with words and phrases can be found in the curriculum glossary, page 85.

How is it tested?

2016 EGPS paper

- 1** Tick the correct word to complete the sentence below.

Tomorrow, we could go for a walk _____ play games indoors.

Tick **one**.

- when
- or
- because
- if

1 mark

- 2** Tick the correct word to complete the sentence below.

_____ you go to the park, you can play a game.

Tick **one**.

- And
- So
- But
- If

1 mark

2016 Sample EGPS paper

2 Tick the correct word to complete the sentence below.

I hope _____ we will play musical chairs at the party.

Tick **one**.

- when
- if
- that
- because


1 mark

Curriculum objective:

- the grammar for year 2 in English Appendix 2

Terminology: compound

Compound words are included in the year one spelling curriculum. A compound word contains at least two root words.

e.g. *ladybird, football, rainbow, bone-dry, baby-sit*

Terminology: adjective

Adjectives are often referred to as describing words however, it is important to teach children that other words describe too and description is not solely the job of an adjective.

e.g. The rabbit bounded across the garden.

How is it tested?

2016 EGPS paper

- 6** What type of word is underlined in the sentence below?

Gran thought the flowers were pretty.

Tick **one**.

noun

verb

adjective

adverb



1 mark

Terminology: adverb

In the year 2 curriculum, adverbs are often referred to as modifiers of verbs. Be aware that adverbs can modify adjectives and other adverbs.

Adverb (**bold**) modifying verb (*italic*): *Petra stroked the kitten **gently**.*

Adverb (**bold**) modifying adjective (*italic*): *She was **very** happy.*

Adverb (**bold**) modifying adverb (**bold**): *He was **not very** happy.*

7 What type of word is brave in the sentence below?

The *brave* mouse marched up to the lion.

Tick **one**.

an adverb

an adjective

a verb

a noun

1 mark

How is it tested?

2016 Sample EGPS paper

6 What type of word is gently in the sentence below?

Poppy held the baby rabbit gently in her arms.

Tick **one**.

an adjective

an adverb

a noun

a verb

1 mark

Terminology: verb

Verbs are being and doing words. Often children don't recognise the verb 'to be' because they often associate verbs with actions.

11 Circle the **adverb** in the sentence below.

Jamie knocked softly on his brother's bedroom door.



How is it tested?

2016 Sample EGPS paper

12 Circle the **verbs** in the sentence below.

Yesterday was the school sports day and Jo wore her new running shoes.



2016 EGPS paper

13 Circle the **two** verbs in the sentence below.

I ran up the stairs and opened the door.



Terminology: apostrophe

See apostrophe for contractions and possessions on page 5 and 6

Terminology: comma

In year 2, teaching of the comma is primarily around its use in lists.

Curriculum objective:

- some features of written Standard English

See page 12-13 regarding verb forms.

Curriculum objective:

- use and understand the grammatical terminology in English Appendix 2 in discussing their writing

During the editing stage of writing, pupils should use grammatical terminology in context.

How is it tested?

2016 Sample EGPS paper

- 3** Tick one box to show where a **comma** should go in the sentence below.

Tick **one**.

Aisha found some red blue and purple beads in the box.

1 mark

2016 EGPS paper

- 15** Add one **comma** to the sentence below in the correct place.

The museum shop sells posters, mugs and badges.

1 mark