

Words & Phrases Progression

Year 2

Nouns & Pronouns	Adjectives & Determiners	Adverbs & Prepositions	Verbs
proper nouns: places <i>Nottingham France Station Street</i>	adjectives of shape and character <i>round flat long wise sly cruel kind</i> two adjectives before a noun <i>The <u>ugly old</u> alien chased James.</i> singular possession <i>The <u>alien's</u> scream filled the air.</i> numerical determiners <i><u>one</u> alien <u>two</u> aliens</i>	-ly adverbs of manner (how) <i>The alien chased James <u>angrily</u>.</i> fronted -ly adverbs of manner (how) <i><u>Angrily</u>, the alien chased James</i>	understand auxiliary verb as a helper verb progressive tense to form actions in progress using the auxiliary verb <i>to be</i> : am are is was were <i>The alien <u>was chasing</u> James James <u>is hiding</u>.</i> consistent use of past or present tense imperative verb form for commands <i><u>Chase</u> James. <u>Catch</u> him and <u>eat</u> him.</i>
simple expansion after the noun <i>a slice <u>of</u> cake, the man <u>in</u> the moon, a cup <u>of</u> tea</i>			
question words <i>how, what, when, where, who, why</i>			

Year Two

Proper nouns: places

Recap & build upon:

- Year 1 **W&P**: understand noun as *a naming word for a person, place or thing*
- Year 1 **P**: capital letters for proper nouns
- Year 1 **W&P**: proper nouns (people)

Key Idea: unique places are marked with capital letters for each word in their name.

Key Vocabulary: noun

Build on: capital letter

Proper nouns may describe places. They differ from common nouns as they describe unique places, whereas common nouns describe things that are generic. For example, there is only one *Venus* (proper noun) but there is more than one *planet* (common noun). Typically, each word in the proper noun is capitalised.

common noun	proper noun
solar system	The Milky Way
planet	Earth
continent	Europe
country	Japan
county	Nottinghamshire
city	Paris
town	Scunthorpe
river	The Ganges
forest	Sherwood Forest
park	Central Park
bridge	Humber Bridge
school	Brumby Junior School
museum	The Louvre

Deepening Understanding 1

The prepositions in, on and at are used to introduce places of varying sizes.

Preposition	Size	Used For	Example
in	bigger	continents countries counties cities towns neighbourhoods forests parks	in Asia in Mongolia in Yorkshire in Stockholm in Grimsby in Kensington in Sherwood Forest in Central Park
on	smaller	roads streets lanes avenues	on London Road on Downing Street on Penny Lane on Central Avenue
at	smallest	specific addresses buildings	at 10 Downing Street at Buckingham Palace

Adjectives of shape and character

Recap & build upon:

- Year R **W&P**: one adjective before a noun
- Year 1 **W&P**: understand adjective as a *word that describes a noun*
- Year 1 **W&P**: adjectives of size and colour

Key Idea: an adjective can describe the shape or character of a noun.

Key Vocabulary: adjective

Build on: noun

Adjectives of shape describe the physical shape of nouns. These include:

bent, crooked, curly, curved, round, fat, flat, narrow, skinny, square, straight, thin, wavy, wide, winding

The **fat** cat squeezed through the **narrow** cat flap.

The adjective *ancient* describes the shape of the cat.

The adjective *narrow* describes the shape of the cat flap.

Adjectives of character describe the personality, moods or feelings of people or animals. Positive character adjectives include:

brave, calm, charming, clever, curious, friendly, funny, generous, gentle, good, happy, helpful, honest, kind, loyal, lucky, nice, patient, polite, sensible, wise

Negative character adjectives include:

angry, boring, bossy, careless, clumsy, cowardly, cruel, cunning, foolish, fussy, greedy, grumpy, idle, jealous, lazy, mean, nasty, naughty, nervous, nosy, proud, rude, sad, selfish, shy, silly, unfriendly, unkind, unlucky

The **brave** knight killed the **cruel** troll.

The adjective *brave* describes the personality of the knight.

The adjective *cruel* describes the personality of the troll.

Two adjectives before a noun

Recap & build upon:

- Year R **W&P**: one adjective before a noun
- Year 1 **W&P**: understand adjective as a *word that describes a noun*
- Year 1 **W&P**: adjectives of size and colour
- Year 2 **W&P**: adjectives of shape and character

Key Idea: more than one adjective many modify a noun.

Key Vocabulary: adjective, comma

Build on: noun

More than one adjective may precede a noun. When using two adjectives before a noun, children ought to be encouraged to use two adjectives with different (but not opposing) meanings, possibly from different adjective groups. Children will have been taught adjectives that describe size, colour and character in Year 1 and are taught those that describe shape and touch in Year 2.

the huge, angry monster
huge describes the *size* of the monster
angry describes the *mood* of the monster

the huge, blue scales
huge describes the size of the scales
blue describes the colour of the scales

If children select adjectives from the same groups, they might end up creating a noun phrase containing two adjectives with similar meanings.

the tiny, little bird
either *tiny* or *little* will suffice to describe the size of the bird

Or they may create noun phrases adjectives with opposing meanings.

The jagged, smooth skin
Skin cannot be both jagged and smooth.

Although there are conventions that determine both the use of commas between adjectives (for example, *little old lady* is more commonly used than *little, old lady*), and the order of adjectives before nouns (*little old lady* is preferred to *old little lady*, for example), these conventions are too complex for younger children.

As commas are used between adjectives more frequently than not, it is sensible to encourage children to place commas between adjectives and point out those occasions where commas are not used. Likewise, discussions around adjective order are too complex, so, at this stage of children's writing development, it is best to correct errors in the order of adjectives, but not teach the complex conventions involved.

It should be noted that adding more adjectives does not automatically improve the quality of writing. Writers use more than one adjective before a noun on rare occasions. Take, for example, Julia Donaldson's *The Gruffalo*, a narrative packed with adjectives. Throughout the whole text, there are only two examples of noun phrases containing two adjectives (the **deep dark** woods, **little brown** mouse); however, it contains seventeen examples where a single adjective modifies the noun (for example, *my treetop house*, *roasted fox*), and twenty-five examples where nouns are not modified by any adjectives (for example, *a nut*, *the wind*, *his nose*).

Numerical determiners

Recap & build upon:

- Year 1 **W&P**: understand noun as *a naming word for a person, place or thing*
- Year 1 **W&P**: the determiners *the* and *a*

Key Idea: words can describe the number of a noun.

Key Vocabulary: noun, noun phrase

Build on: naming phrase

Numerical determiners describe the number of a noun.

Jim bought nine cakes and fourteen tarts from the bakery.

The numerical determiner *nine* describes the number of *cakes*.

The numerical determiner *fourteen* describes the number of *tarts*.

In the national curriculum mathematics programme of study, in year 1 children should read and write numbers to 1 to 20 in numerals and words, so it children ought to be able to use these numbers as determiners in their writing in Year 2.

Deepening Understanding

Larger numbers are not often used in narratives as they sound too specific.

Jim switched on the light. Two hundred and thirty-eight vampires rose from their coffins.

Would Jim know exactly how many vampires rose from their coffins? Would he stop to count?

Specific numbers tend to be replaced with approximations using the expressions:

lots of hundreds of thousands of millions of

Jim switched on the light. Hundreds of vampires rose from their coffins.

Further determiners that describe indeterminate numbers are studied in Key Stage 2 (Year 3 **W&P**: *quantifying determiners*).

Singular possession
Recap & build upon:

- Year 1 **P**: apostrophe for omission
- Year 1 **W&P**: understand noun as *a naming word for a person, place or thing*

Key Idea: singular nouns show possession by adding an apostrophe followed by s.

Key Vocabulary: apostrophe, noun, noun phrase

Build on: naming phrase

To show possession, most singular add an apostrophe before an additional s.

Noun	Possessive Noun
cat	the cat's whiskers
dragon	the dragon's lair
Jim	Jim's cheese
Jupiter	Jupiter's moons

There is no standardised way of showing possession of nouns that end with s. There are three common approaches. Which is chosen is a matter of style not of grammar, but it is important that the method used is consistent for all children.

1. add 's for all words ending in s

This is perhaps the simplest method as it is consistent with showing possession for words that do not end in s.

Noun	Possessive Noun
boss	the boss's suit
bus	the bus's wheels
James	James's hat
Mars	Mars's atmosphere

2. add ' for all words ending in s

This method is more consistent with showing possession for plural nouns (which children will study in Year 3).

Noun	Possessive Noun
class	the class' homework
atlas	the atlas' cover
Charles	Charles' coat
Venus	Venus' orbit

3. add 's for common nouns and 's for proper nouns

Noun	Possessive Noun
class	the class's homework
atlas	the atlas's cover
Charles	Charles's coat
Venus	Venus's orbit

There are other methods that are dependent on the pronunciation of the possessive noun, but these tend to be more difficult to apply and not recommended for use with young children.

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Simple expansion after the noun

Recap & build upon:

- Year 1 **W&P**: understand noun as *a naming word for a person, place or thing*
- Year 1 **W&P**: the determiners *the* and *a*
- Year 1 **W&P**: simple noun phrases
- Year 2 **W&P**: numerical determiners

Key Idea: noun phrases can be expanded by additional information after the noun.

Key Vocabulary: noun phrase

Build on: noun, phrase

A simple noun phrase may be expanded by both adjectives, which are placed immediately before the noun, and adjective phrases, which immediately follow the noun. Adjective phrases typically begin with a preposition and end with a noun. A noun phrase expanded by adjectives or adjective phrases is often referred to as an *expanded noun phrase*; however, children only need to understand and use the broader term *noun phrase*. The fine detail of the grammar of adjective phrases is studied in key stage 2 (Year 4 **W&P**: *expansion after the noun using adjective phrases*), so in year 2, children should simply be able to recognise simple expanded noun phrases.

Noun Phrases		
Simple Noun Phrase	Expanded Noun Phrases	
	Expansion Before the noun	Expansion after the noun
a cup	a small cup	a cup of tea
a packet	a large packet	a packet of crisps
the man	the old man	the man in the moon
the cat	the lazy cat	the cat in the hat
aliens	purple aliens	aliens in underpants
the house	the abandoned house	the house on the hill

The cat in the hat stepped in on the mat.

The expanded noun phrase *the cat in the hat* functions as the subject of the sentence (i.e. it describes who performed the action – *who or what stepped*)

Jim ate a packet of biscuits for breakfast.

The expanded noun phrase *a packet of biscuits* functions as the object of the sentence (i.e. it describes what received the action – *who or what was eaten*)

Deepening Understanding

Noun phrases may be expanded both before and after the noun.

Noun Phrases	
Simple Noun Phrase	Expansion Before and After the Noun
a cup	a small cup of tea
a packet	a large packet of crisps
the man	the old man in the moon
the cat	the crazy cat in the hat
aliens	purple aliens in underpants
the house	the abandoned house on the hill

-ly adverbs of manner (how)**Recap & build upon:**

- Year 1 **W&P**: prepositions and adverbials of place (where)
- Year 1 **W&P**: prepositions and adverbials of time (when)

Key Idea: adverbs that end in the suffix *-ly* describe how an action is performed

Key Vocabulary: adverb**Build on: verb**

Adverbs of manner modify a verb and describe how actions are performed. They are almost always formed by adding the suffix *-ly* to an adjective. (Sometimes, the 'y to i' spelling pattern will need to be applied.)

angry + ly = easily loud + ly = loudly safe + ly = safely

Common adverbs of manner include:

accidentally, angrily, anxiously, awkwardly, badly, beautifully, bravely, brightly, calmly, carefully, cautiously, cheerfully, clearly, closely, correctly, eagerly, easily, fiercely, foolishly, gently, gladly, gracefully, greedily, happily, hurriedly, kindly, lazily, loudly, mysteriously, neatly, nervously, noisily, obediently, patiently, perfectly, politely, quickly, quietly, reluctantly, safely, shyly, silently, sleepily, slowly, softly, stealthily, suddenly, suspiciously, tightly, wildly, wisely

Although there are no strict rules, adverbs of manner are often placed after the verb and before other adverbials.

*The ninja moved **silently** through the night.*

verb = *moved*

adverb of manner = *silently* (How did the ninja move?)

adverbial phrase = *through the night* (Where did the ninja move?)

If the verb takes an object, the adverb is placed after the object and before other adverbials.

*The juggler tossed the chainsaws **gracefully** into the air.*

verb = *tossed*

adverb of manner = *gracefully* (How did the juggler toss the chainsaws?)

adverbial phrase = *into the air* (Where did the juggler toss the chainsaws?)

A small number of adverbs of manner do not end in *-ly*. The most common of these are *well*, *fast* and *hard*.

Deepening Understanding 1

Adverbs of manner might also be placed immediately before the verb in a sentence.

*The ninja **silently** moved through the night.*

*The juggler **gracefully** tossed the chainsaws into the air.*

Deepening Understanding 2

In a verb chain, where a verb consists of an auxiliary (helper) verb and a main verb, the adverb is placed between the helper verb and the main verb. Children study the auxiliary verb *to be* in year 2 (and will meet others in key stage 2).

*The ninja **was** **silently** moving through the night.*

*The juggler **was** **gracefully** tossing the chainsaws into the air.*

Year Two

Fronted -ly adverbs of manner (how)

Recap & build upon:

- Year 1 **W&P**: fronted adverbials of time (when) and place (where)
- Year 1 **SS**: fronted adverbials
- Year 2 **W&P**: adverbs of manner (how)

Key Idea: adverbs that end in the suffix *-ly* describe how an action is performed

Key Vocabulary: adverb, how opener

Build on: verb

Adverbs of manner may be fronted. They are typically followed by a comma although the use of commas after fronted adverbials is not expected until year 3 (*Year 3 P: commas after a fronted adverbials*). Children should have the use of the comma modelled correctly, but they may not use the comma consistently themselves at this stage in their writing development.

As children are not expected to understand and use the term *fronted adverbial* until year 4, refer to fronted adverbs of express manner as *adverb openers*.

Adverb: *The ninja moved **silently** through the night.*

Adverb opener: ***Silently**, the ninja moved through the night.*

Adverb: *The juggler tossed the chainsaws **gracefully** into the air.*

Adverb opener: ***Gracefully**, the juggler tossed the chainsaws into the air.*

Question words

Recap & build upon:

- Year 1 P: question marks to complete questions

Key Idea: questions words are used to form questions, and different question words require different types of answers.

Key Vocabulary: question

Build on: question mark, sentence

Questions in English are often (but not always) expressed with interrogative words, which are often referred to as question words.

Question words in English include:

Question Word	Answer	Example
how	explanation the way something is done	How did the accident happen? How did Jim eat the whole pie?
what	thing	What is the time?
when	time	When did the Romans invade Britain?
where	place	Where were you this morning?
who	person	Who ate my sandwich?
why	reason	Why is Jim wearing two hats?

It is not recommended that children colour questions in year 2 as the grammar is complex. It is studied in further detail in key stage 2 (Year 4 W&P: placement of auxiliary verbs before the subject to form questions), when children should then be expected to colour questions.

Deepening Understanding

There are further questions words in English. Most are less frequently used in modern English (*whence, whither, wherefore*) and are not, therefore, worth studying. Two further question words are, however, used more frequently and are worth studying.

Question Word	Answer	Example
which	a choice	Which shoes shall I wear?
whose	the owner	Whose hat is that?

Year Two

Understand auxiliary verb as a helper verb

Recap & build upon:

- Year R **W&P**: understand verb as a *doing word*
- Year 1 **W&P**: simple present tense verbs, including 3rd person suffixes *-s* and *-es*
- Year 2 **W&P**: simple past tense verbs using *-ed* suffix

Key Idea: a helper verb goes before the main verb and changes its meaning. Together, they form a verb chain.

Key Vocabulary: helper verb, **past tense**, **present tense**, verb chain

Build on: verb

An auxiliary verb is a verb that is placed before the main verb and changes the tense or mood.

The most common auxiliary verb in English, and the one studied in year 2 is the verb *to be*, which forms the progressive tense. (For more detail, see Year 2 **W&P**: *progressive tense to form actions in progress using the auxiliary verb to be*) Other auxiliary verbs in English include the verb *to have* (studied in year 3), the verb *to do*, and modal verbs (studied in years 3 and 5).

A simple way of understanding the auxiliary verb is to understand it as a *helper verb* that helps the main verb to slightly change its meaning. How the meaning is changed will depend upon the auxiliary verb being used and is discussed within those specific objectives.

The structure *helper verb + main verb* can be thought of as a *verb chain*.

My pet giraffe is eating breakfast in the kitchen.

helper verb = *is* main verb = *eating* verb chain = *is eating*

Jim was washing his underpants in the bath.

helper verb = *was* main verb = *washing* verb chain = *was washing*

Deepening Understanding

Children will likely meet other auxiliary verbs other than the verb *to be* in their reading, and may use them in their writing. Without providing a full and detailed explanation of each auxiliary verb and how it changes the meaning of the main verb at this early stage (as these verbs will be studied throughout key stage 2), it is worth identifying them as helper verbs.

The full list of auxiliary verbs in English is:

	Verbs	Examples	Studied in
the verb <i>to be</i>	am, are, is, was, were	<i>Jim is walking to work.</i>	Year 2 W&P : Progressive tense to form actions in progress using the auxiliary verb <i>to be</i>
the verb <i>to have</i>	has, has, have	<i>Jim has walked to work.</i>	Year 3 W&P : auxiliary verb <i>to have</i> to form the present perfect tense
the verb <i>to do</i>	did, do, does	<i>Jim does walk to work.</i>	Year 4 W&P : placement of auxiliary verbs before the subject to form questions
modal verbs	can, could, may, might, must, ought to, shall, should, will, would	<i>Jim may walk to work.</i>	Year 3 W&P : auxiliary verb <i>will</i> to indicate future tense Year 5 W&P : modal verbs

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Year Two

Progressive tense to form actions in progress using the auxiliary verb *to be*

Recap & build upon:

- Year R **W&P**: understand verb as *a doing word*
- Year 1 **W&P**: simple present tense verbs, including 3rd person suffixes *-s* and *-es*
- Year 1 **W&P**: understand *to be* and *to have* as verbs
- Year 2 **W&P**: simple past tense verbs using *-ed* suffix

Key Idea: verbs can describes actions in progress.

Key Vocabulary: helper verb, **past tense**, **present tense**, **suffix**, **verb**, verb chain

The progressive (also referred to as the continuous) form of a verb and describes an action in progress. It is form by using the auxiliary (helper) verb *to be* (*am, are, is, was, were*) followed by the present participle (using the *-ing* suffix) form of the main verb.

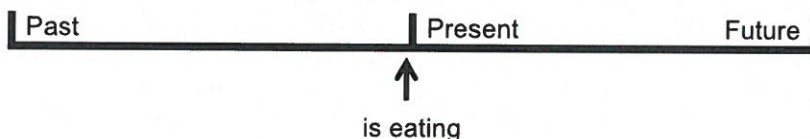
	Past Progressive		Present Progressive	
	Singular	Plural	Singular	Plural
1 st person	I was walking	We were walking	I am walking	We are walking
2 nd person	You were walking	You were walking	You are walking	You are walking
3 rd person	He was walking She was walking It was walking	They were walking	He is walking She is walking It is walking	They are walking

The construction of *helper verb + main verb* can be termed a *verb chain*.

1. present progressive tense

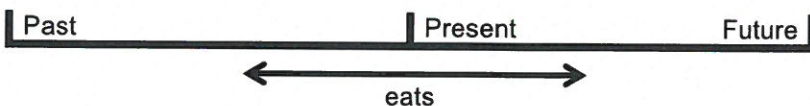
In the present tense, the progressive form of a verb has a distinct meaning from that of a simple verb (a main verb without a helper verb). The present progressive form describes an action currently in progress.

Simple present tense: *Jim **is eating** cheese in his garden shed.*
Jim is eating cheese in his shed at precisely this moment.



By comparison, the simple present tense describes an action that happens generally over a longer period of time.

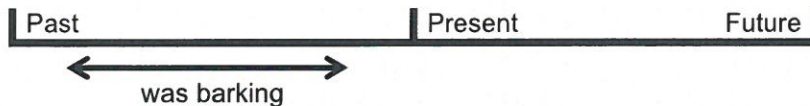
Simple present tense: *Jim **eats** cheese in his garden shed.*
Jim is has eaten cheese in his garden shed in the past, eats it there now shed and will do so in the future.



2. past progressive tense

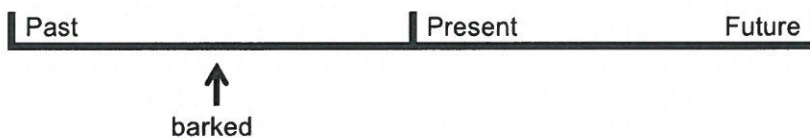
The past progressive tense is often used to describe actions that progressed over a long period of time in the past.

Simple present tense: *My dog **was barking** last night.*
My dog barked over a period of time



If the simple past tense were used in this instance, it might suggest that the dog barked just once last night.

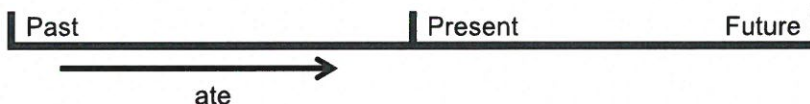
Simple past tense: *My dog **barked** last night.*
My dog barked once.



Deepening Understanding

The past progressive form of the verb is used to often used to describe interrupted actions in the past, whereas the simple past tense describes completed actions in the past. The interrupted action is typically signalled by an adverbial clause beginning with the conjunction *when*

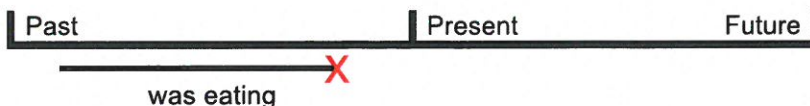
Simple past tense: *Jim **ate** cheese in his garden shed.*
Jim started eating cheese in his shed in the past and completed eating cheese in the past.



Progressive past tense: *Jim **was eating** cheese in his garden shed **when** Mary opened the door.*
Jim started eating cheese in his shed in the past and was interrupted *when Mary opened the door*.



Progressive past tense: *Jim **was eating** cheese in his garden shed **when** a spider fell onto his lap.*
Jim started eating cheese in his shed in the past and was interrupted *when a spider fell onto his lap*.



Consistent use of past or present tense

Recap & build upon:

- Year R **W&P**: understand verb as a *doing word*
- Year 1 **W&P**: simple present tense verbs, including 3rd person suffixes *-s* and *-es*
- Year 1 **W&P**: understand *to be* and *to have* as verbs
- Year 1 **W&P**: simple past tense verbs using *-ed* suffix
- Year 2 **W&P**: progressive tense to form actions in progress using the auxiliary verb *to be*

Key Idea: writers maintain a consistent tense across a whole piece of writing.

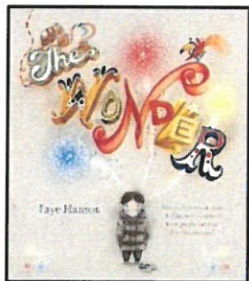
Key Vocabulary: past tense, present tense

Build on: suffix, verb

Writers maintain a consistent tense within and across sentences. Narratives and recounts are often written in the past tense whereas discursive, persuasive and informative writing tends to be written in the present tense. Poetry is frequently written in both past and present tenses.

When writing, children are often less likely to stay consistently within the present tense and their writing may drift into the past tense. Perhaps, this is due to a reading and writing diet in a child's earlier years consisting of favouring narrative fiction. Children do, therefore, need to be exposed to a variety of texts (particular non-fiction) written in the present tense, so that they become more familiar with its use.

Teaching Tip 1



Because children often struggle to stay consistently in the present tense, explore stories that do so. One such story is *The Wonder* by Faye Hanson (Templar Publishing) about a boy with a huge imagination.

*On the way to school, he **wonders** where the birds **are flying**. "You've **got** your head in the clouds," **sighs** the park keeper, as the boy nearly **steps** on his freshly mown grass.*

***Waiting** for the school bus, he **wonders** who **makes** the clouds. "**Wake up** daydreamer!" **grumbles** the bus driver, as the boy **bumps** into another passenger.*

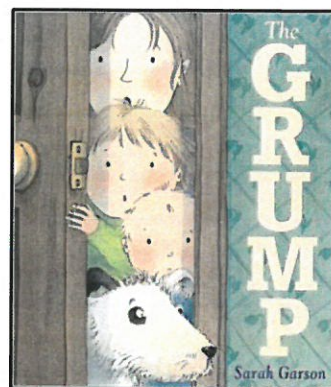
Teaching Tip 2

Take a text consistently written in either the past or present tense, find the verbs and change the tense. For example, find the verbs in *The Grump* by Sarah Garson (Andersen Press), which let us know that the story is written in the past tense.

*Early one morning, a scary monster **crept** into my bedroom, **sneaked** along the landing and **disappeared** from sight. It **made** a dreadful mess in the bathroom and **left** a trail of gigantic footprints all the way down the stairs. Then it **padded** into the kitchen and **gobbled** up everything in sight!*

And turn it into the present tense as if the events were happening right now.

*Early one morning, a scary monster **creeps** into my bedroom, **sneaks** along the landing and **disappears** from sight. It **makes** a dreadful mess in the bathroom and **leaves** a trail of gigantic footprints all the way down the stairs. Then it **pads** into the kitchen and **gobbles** up everything in sight!*



Imperative verb forms for commands

Recap & build upon:

- Year R **W&P**: understand verb as a *doing word*
- Year 1 **P**: exclamation marks to indicate exclamations
- Year 1 **W&P**: simple present tense verbs, including 3rd person suffixes –s and –es

Key Idea: verbs that are 'bossy' form commands.

Key Vocabulary: command

Build on: sentence, verb

An imperative verb gives a command, suggestion or instruction. The simple form of the verb is used (i.e. without a suffix). In an imperative sentence, the subject is not stated but implied. It is implied that the subject is always *you*. Because the implied subject is always *you*, it need not be stated.

Statement: *Jim dances in his underpants.*

Command: *Dance in your underpants.*

An imperative is 'more bossy' (a command or order) when punctuated with an exclamation mark, and 'less bossy' (an instruction or suggestion) when punctuated with a full stop. It is important that this understanding is supported by speaking the imperative sentences with the appropriate tone.

Less bossy (instruction / suggestion): *Slice the onions.*

More bossy (command / order): *Slice the onions!*

Command is the term used by the national curriculum to describe all imperative sentences regardless of their degree of 'bossiness'.

Teaching Tip

When introducing commands to children, it is helpful to show them the subject *you* so that they can see the subject predicate construction and then remove the subject, explaining how *you* is still understood to be the subject even though not directly stated.

~~You~~ *dance in your underpants.*

becomes

Dance in your underpants.

If this is not made clear to children, they might mistake part of the predicate for the subject (in this case *underpants*) in their attempt to understand the subject predicate construction.