

End of Year GPS Assessment

Year 2

This resource corresponds with the New National Curriculum objectives for Year 2, and has been designed to be used as an aide in assessing pupils' end of year grammar, spelling and punctuation knowledge at the end of Year 2.

This end of year assessment can be used to assist teachers with final ability levelling, planning/assessment and as an ideal support tool for parents' evenings/progress meetings etc.

The content addresses each curricular objective outlined in the New National Curriculum in chronological order to give insight into strengths or gaps in each child's knowledge.

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End of Year GPS Assessment – Year 2

Year 2 National Curriculum Objectives:

Writing – Vocabulary, Grammar and Punctuation

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:

1. (2G5.1) [capital letters](#)
2. (2G5.2) [full stops](#)
2. (2G5.4) [exclamation marks](#)
2. (2G5.3) [question marks](#)
3. (2G5.5) [commas for lists](#)
4. (2G5.8) [apostrophes for contracted forms](#)
4. (2G5.8) [apostrophes for the possessive \(singular\)](#)

Learn how to use:

Sentences with different forms:

5. (2G2.1) [statement](#)
 5. (2G2.2) [question](#)
 5. (2G2.4) [exclamation](#)
 5. (2G2.3) [command](#)
 - 6 & 7. (2G3.2) [Expanded noun phrases to describe and specify \[for example, the blue butterfly\]](#)
 8. (2G4.2) [The present and past tenses correctly and consistently including the progressive form](#)
 10. (2G3.3) [Co-ordination \(using *or, and, or but*\)](#)
 9. (2G3.4) [Subordination \(using *when, if, that, or because*\)](#)
 - * (2G7.1) [Some features of written Standard English](#)
- * Use and understand the grammatical terminology in English appendix 2 in discussing their writing

*These objectives are not covered in the end of year assessment

End of Year GPS Assessment – Year 2

Year 2 National Curriculum Objectives:

English Appendix 2 guidance:

- 11 & 12. (2G6.3) [Formation of nouns using suffixes such as –ness, –er and by compounding \[for example, whiteboard, superman\]](#)
- 13. (2G6.3) [Formation of adjectives using suffixes such as –ful, –less \(A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1\)](#)
- 13. (2G6.3) [Use of the suffixes –er, –est in adjectives](#)
- 14. (2G1.6) [Use of –ly in Standard English to turn adjectives into adverbs](#)
- 9. (2G3.4) [Subordination \(using when, if, that, because\)](#)
- 10. (2G3.3) [Co-ordination \(using or, and, but\)](#)
- 6 & 7. (2G3.2) [Expanded noun phrases for description and specification \[for example, the blue butterfly, plain flour, the man in the moon\]](#)
- 5. (2G2.1) [How the grammatical patterns in a sentence indicate its function as a statement](#)
- 5. (2G2.2) [How the grammatical patterns in a sentence indicate its function as a question](#)
- 5. (2G2.4) [How the grammatical patterns in a sentence indicate its function as an exclamation](#)
- 5. (2G2.3) [How the grammatical patterns in a sentence indicate its function as a command](#)
- * (2G4.2) [Correct choice and consistent use of present tense and past tense throughout writing](#)
- 15. (2G4.1d) [Use of the progressive form of verbs in the present and past tense to mark actions in progress \[for example, she is drumming, he was shouting\]](#)
- 1. (2G5.1) [Use of capital letters to demarcate sentences](#)
- 2. (2G5.2) [Use of full stops to demarcate sentences](#)
- 2. (2G5.3) [Use of question marks to demarcate sentences](#)
- 2. (2G5.4) [Use of exclamation marks to demarcate sentences](#)
- 3. (2G5.5) [Commas to separate items in a list](#)
- 4. (2G5.8) [Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns \[for example, the girl's name\]](#)

*These objectives are not covered in the end of year assessment

Year 2 National Curriculum Objectives:

English Appendix 2 guidance:

Terminology for pupils:

6 & 7.(2G1.1) [noun](#)

6 & 7.(2G3.2) [noun phrase](#)

5. (2G2.1) [statement](#)

5. (2G2.2) [question](#)

5. (2G2.4) [exclamation](#)

5. (2G2.3) [command](#)

12. (2G6.3) [compound](#)

11, 13 & 14. (2G6.3) [suffix](#)

13. (2G1.3) [adjective](#)

14. (2G1.6) [adverb](#)

15. (2G1.2) [verb](#)

14 & 15. (2G4.2) [tense \(past, present\)](#)

4. (2G5.8) [apostrophe](#)

3. (2G5.5) [comma](#)

End of Year GPS Assessment – Year 2

1. Circle the words in the sentence below that must have a capital letter.

jack and i missed the train to london.

2. Insert either a full stop, exclamation mark, or question mark at the end of each of the following sentences:

Can I use your pencil please

What a wicked witch she was

Ashkay played in the pool with his friends

3. Insert commas in the following sentence:

Carl ate cheese crackers grapes and a banana.

4. Tick one box in each row to show whether the apostrophe is used for contraction or possession.

Sentence	Apostrophe for a contracted form	Apostrophe for possession
Is that Sam's coat?		
What's the time?		
I love my dad's new car.		
It's time to go home.		

5. Determine which sentence is a statement (S), question (Q), exclamation (E) or command (C).

Brush your teeth before going to bed.

What fun we had!

Does this bus go to the train station?

The teacher read a story at the end of the day.

6. Tick the noun phrase below.

shout loudly

the scary dinosaur

skip happily

work hard

7. Create noun phrases to describe the nouns below.

gate

toy

rabbit

8. Tick one box in each row to show whether each sentence is written in the past tense or present tense.

Sentence	Past tense	Present tense
We jump on our bikes and ride away.		
I ran down the track as fast as I could.		
I played with my dog in the garden.		
I walk up to my mum and give her a hug.		

9. Tick the best subordinating conjunction to complete the sentence below.

I took my coat to the park _____ it is going to rain later.

if

when

because

that

10. Tick the best co-ordinating conjunction to complete the sentence below.

We could go to the park _____ we could go to the beach.

or

and

but

11. Draw a line to match each word to the suffix that turns it into a noun.

ill	ment
	ness

own	er
	ness

12. Draw a line to match two nouns together to make a compound word.

after	bed
	noon

day	light
	dark

13. Draw a line to match each noun to the suffix that turns it into an adjective.

pain	ful
	ment

fear	er
	less

14. Draw a line to match each adjective to the suffix that turns it into an adverb.

sad	ful
	ly

slow	ment
	ly

15. Rewrite each sentence in the present tense using a progressive verb.

She walked down the road.

They raced their cars on the track.

End of Year GPS Assessment – Year 2

1. **Jack** and **I** missed the train to **London**.

2. **? ! .**

3. Carl ate cheese , crackers , grapes and a banana.

4.

Sentence	Apostrophe for a contracted form	Apostrophe for possession
Is that Sam's coat?		✓
What's the time?	✓	
I love my dad's new car.		✓
It's time to go home.	✓	

5. **C E Q S**

6. **the scary dinosaur**

7. gate e.g. the old, rusty gate

toy e.g. the new, exciting toy

rabbit e.g. the small, fluffy rabbit

8.

Sentence	Past tense	Present tense
We jump on our bikes and ride away.		✓
I ran down the track as fast as I could.	✓	
I played with my dog in the garden.	✓	
I walk up to my mum and give her a hug.		✓

9. **because**

10. **or**

11. **illness** **owner**

12. **afternoon** **daylight**

13. **painful** **fearless**

14. **sadly** **slowly**

15. She **is walking** down the road.

They **are racing** their cars on the track.