



Grammar, Punctuation and Spelling Guidance with Small Steps

Year 2

Autumn Block 3

Yearly Overview for Year 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	1. Ready to Write			2. Commas	3. Word Classes 1		4. Conjunctions			5. Sentence Types 1		Assessments
Spring	1. Word Classes 2		2. Apostrophes			3. Sentence Types 2		4. Tenses			5. Suffixes 1	Assessments
Summer	1. Suffixes 2	Assessments (SATs)				2. Consolidation (Key Stage 1)						Assessments

Teaching Information

This scheme of work has been designed to be used in conjunction with your English writing curriculum. We recommend spreading the small steps out over the number of weeks suggested on the yearly overview. It is important to develop and build pupils' grammar, punctuation and spelling knowledge alongside reading and writing as this is the foundation of the English language. Understanding these elements of the English language enables pupils to not only enjoy English as a subject in its own right, but also to access the rest of the subjects within the whole curriculum.

Each block will develop English language fluency as well as application and reasoning to allow children to use these skills across all subject areas. We have provided some notes and guidance for each small step which breaks down the expectations for each pupil, as well as focused questions to help support your teaching.

Every step within each block has corresponding resources available on our website. These resources include a Teaching PowerPoint, Varied Fluency questions, and Application and Reasoning questions. The resources for each first step in every block are available to download for free.

Autumn Block 3 – Word Classes 1

National Curriculum Objectives:

- (2G3.2) Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly, plain flour, the man in the moon]
- Terminology for pupils:
 - (2G3.2) noun phrase

Small Steps

1. What are Nouns?
2. What are Adjectives?
3. Recognising Adjectives in Sentences
4. Using Adjectives in Sentences
5. Double Adjectives with Commas
6. Adjectives After the Noun

Step 1 – What are Nouns?

Notes and Guidance

- From Year 1, children should know what a noun is but they may not all be familiar with the term *noun*.
- Children should be able to identify common and proper nouns, and that proper nouns need capital letters.
- Children should learn about collective nouns and how they are used with common nouns, such as *a flock of birds*, *a crowd of people*.
- Children are not expected to know every collective noun as there is a wide variety and some unusual collective nouns, such as *a murder of crows*. However, they should be able to identify which is the common noun and which is the collective noun.

Focused Questions

- What nouns are used in the following sentence?
- What type of nouns are used in the following sentence?
- Identify the common/proper/collective noun in the following sentence.

You can find a [free range of resources](#) for this step on our website, which include a Teaching Powerpoint, Varied Fluency questions, Application and Reasoning questions, and a Homework Extension.

Step 2 – What are Adjectives?

Notes and Guidance

- Children may know that words can describe nouns but may not know or remember the term *adjectives*.
- Adjectives are words that are used to give more information about a noun. The words can describe many things including colour, size and texture.
- Children should also be introduced to the term *expanded noun phrase* to refer to a noun which has been modified by one or more adjectives. Please note that other types of words can be used in an expanded noun phrase but this step focuses mainly on using adjectives.

Focused Questions

- What words can you use to describe this noun?
- Is this word an adjective or a noun? How do you know?

You can find a [range of resources](#) for this step on our website, which include a Teaching Powerpoint, Varied Fluency questions, Application and Reasoning questions, and a Homework Extension.

Step 3 – Recognising Adjectives in Sentences

Notes and Guidance

- Once children understand what an adjective is and how it is used in an expanded noun phrase, they should begin to recognise them in a full sentence.
- Children should be able to identify which word is an adjective and which noun it is modifying.

Focused Questions

- What words in the following sentence are adjectives?
- What information do the adjectives give us?
- Which noun is being modified by the adjective?

You can find a [range of resources](#) for this step on our website, which include a Teaching Powerpoint, Varied Fluency questions, Application and Reasoning questions, and a Homework Extension.

Step 4 – Using Adjectives in Sentences

Notes and Guidance

- Now that children are able to identify adjectives in sentences, they should be able to add in appropriate adjectives of their choice.
- Children should choose adjectives which appropriately describe the noun and be able to explain why they have (and have not) chosen a specific adjective. For example, choosing the adjective *big* instead of *little* when describing a giant.
- Children should also begin to widen their vocabulary choices and understand that words have similar meanings, so some adjectives are interchangeable.

Focused Questions

- What adjective could you add to this sentence to add extra information about the noun?
- What other adjective(s) could you use to describe this noun?

You can find a [range of resources](#) for this step on our website, which include a Teaching Powerpoint, Varied Fluency questions, Application and Reasoning questions, and a Homework Extension.

Step 5 – Double Adjectives with Commas

Notes and Guidance

- This step moves onto using more than one adjective to describe a noun.
- Children should understand that more than one adjective is a list of adjectives and therefore requires a comma to separate them.*
- Children should also understand that double adjectives are not required to describe a noun every time.

*Please note: A comma is only required between coordinate adjectives which describe the noun. In this step, children will not be required to identify if adjectives are of equal rank as they will have been pre-selected on the resources.

Focused Questions

- What punctuation mark should be used between the adjectives in this list?
- What two adjectives could be used to describe this noun?

You can find a [range of resources](#) for this step on our website, which include a Teaching Powerpoint, Varied Fluency questions, Application and Reasoning questions, and a Homework Extension.

Step 6 – Adjectives After the Noun

Notes and Guidance

- Now that children are confidently describing nouns using one or two adjectives, they can move on to adding adjectives in different locations within the sentence.
- Children should know that some words are needed to link the noun to the adjective, for example, *The leaves on the tree are green.*

Focused Questions

- Which words in the following sentence are adjectives?
- Where are the adjectives located in this sentence?
- Which noun is the adjective referring to?
- How can you move the adjective(s) in the following sentence so that it comes after the noun?

You can find a [range of resources](#) for this step on our website, which include a Teaching Powerpoint, Varied Fluency questions, Application and Reasoning questions, and a Homework Extension.