



Grammar, Punctuation and Spelling

Year 2

Autumn Block 5

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 5 – Sentence Types 1

National Curriculum Objectives:

- (2G2.2) [How the grammatical patterns in a sentence indicate its function as a question](#)
- (2G2.3) [How the grammatical patterns in a sentence indicate its function as a command](#)
- Terminology for pupils:
 - (2G2.2) [question](#)
 - (2G2.3) [command](#)

Small Steps

1. [Recognising Questions](#)
2. [Using Questions](#)
3. [Recognising Commands](#)
4. [Using Commands](#)

Step 1 – Recognising Questions

Notes and Guidance

- From Year 1, children should know what a question mark looks like and that it is used to demarcate sentences that are questions.
- Also from Year 1, children should know what a question is and some of the words that can be used to open a question, such as: what, how, where, when, who, why.
- The main focus of this step is direct questions where it is expected that an answer be given.
- In this step, children should recognise different types of question openers from those listed above, such as: are, may, if, can, could, should, do.
- Children should begin to recognise that a question sentence usually starts with a question opener, then a verb and then a noun (or a pronoun). For example, 'When are you coming out to play?' where 'when' is the question opener, 'are' is the verb and 'you' is the pronoun.

Focused Questions

- What question openers are there?
- 'Where are we going?' Can you think of another question opener that would work instead? How does that change the meaning of the question?
- Is this sentence a question? How do you know?

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 – Using Questions

Notes and Guidance

- Once children can recognise questions and question openers, they should move onto using them.
- Children should be able to choose an appropriate question opener to start their question sentence and explain why they have chosen this opener.
- Children should be able to follow the basic structure of writing a sentence (a question opener, then a verb and then a noun [or a pronoun]). Some children may be able to play with the structure, based on their understanding of questions openers such as 'are', for example 'Are you coming out to play?'
- Children should also be able to form questions based on given answers.

Focused Questions

- Why has the question opener 'where/when/who/are/may/etc.' been used in this question? How does changing the opener affect the meaning of the question?
- Does a question always follow the structure of a question opener, verb, noun/pronoun? Can you give an example of when this is not the case.
- What direct question could have been asked to get this answer?

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 Commands

Notes and Guidance

- From Year 1, children should know how to recognise and use one word commands with exclamations.
- The main focus of this step is recognising commands using simple verbs, and how and where commands may be used.
- In this step, children should recognise different verbs that can be used to form a more detailed command. For example: Stand over there. Sit on the carpet.
- Children should begin to recognise that a command can be demarcated using either a full stop or an exclamation mark depending on its meaning, such as a polite request versus a direct order. For example, 'Stop that!' compared to 'Walk quietly in school please.'
- When used in a command sentence, verbs should be in the imperative form.

Focused Questions

- What is a command?
- Is this sentence a command? How do you know?
- Does this command need an exclamation mark or a full stop? 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 4 – Using Commands

Notes and Guidance

- Once children can recognise commands, they should move onto using them.
- Children should be able to choose an appropriate verb and punctuation to indicate whether the command is a polite request or a direct order.
- They should also be able to explain why they have chosen a specific verb based on how or where the command is being used.

Focused Questions

- Is this command a polite request or a direct order? How do you know?
- Why has an exclamation mark been used in this command? Can you change the wording so that it uses a full stop instead?

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.