

Writing – vocabulary, grammar and punctuation

Statutory requirements

Pupils should be taught to:

- 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 and the possessive (singular)
- learn how to use:
 - sentences with different forms: statement, question, exclamation, command
 - expanded noun phrases to describe and specify [for example, the blue butterfly]
 - the present and past tenses correctly and consistently including the progressive form
 - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
 - the grammar for year 2 in English Appendix 2
 - some features of written Standard English
- use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Notes and guidance (non-statutory)

The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.

Term	Coverage	
Autumn	- Revise Year 1 terms and basic sentence structure. - Revise using capital letters for start of sentences. - Revise using full stops at the end of a sentence. - Revise layout i.e leaving spaces between words - NEW Teach term noun - NEW Teach term adjective - NEW Teach term noun phrase and write expanded noun phrases - NEW Teach the term compound noun e.g, sunshine - NEW Teach the sentence form statement - NEW Teach sentence form questions – question mark? - NEW Teach sentence form exclamations– exclamation mark! - NEW Teach sentence form commands	

Term	Weekly Overview	Suggested Activities
Autumn 1	Revision of year 1 Grammar Week 1: Simple sentence writing using verb/noun/adjective. (Importance of full stop/capital letter). Why do we use a capital letter? When do we use one? What do we use to end our sentences? Ensure understanding of the key terms. They will have been taught using capital I in year 1.	Have a range of sentences that children have to check if they are correct. Some have FS/CL missing and others are correct. Check for any writing that spaces are there between words in any writing.
	Week 2: Teach the word Noun . What is a noun? Teach common nouns. Don't worry about proper nouns at this stage. Focus on common ones. Include plural nouns.	Children have to find the nouns in the sentences. e.g. The dog barked at the cat. Complete sentences with suitable nouns
	Week 3: Teach Proper Noun What is the difference between a common and proper noun? What is a proper noun? Make links back to capital letters in Week 1 Target	Find proper nouns in given sentences. Replace common nouns with proper nouns. E.g.A man went to the shop. John went to Asda. Correct nouns that have not been given a capital letter.
	Week 4: Teach adjectives What is an adjective? Make the link between the noun and adjective – no need to talk about the noun phrase yet. Just ensure they know the term adjective. Explore a little about types of adjective – appearance, colour, feeling (sad, happy)etc	Find the adjectives in sentences. Write suitable adjectives into sentences. Write own sentence using adjectives.
	Week 5: Teach the noun phrase What is a noun phrase? Build on from work in weeks 2 and 4. Start with just a single determiner in front of the noun e.g.a man, one man, the man, that man etc. Do not introduce the word determiner.	Children are given nouns and have to make simple noun phrases from the given noun. Revise finding the noun. Add noun phrases to sentences. Underline the noun phrase in a sentence
	Week 6: Continue with noun phrases by teaching the term expanded noun phrase . Progress to adding adjectives the old man, that playful puppy etc.	Identify expanded noun phrases and able to say which word is the adjective and which is the noun

Term	Weekly Overview	Suggested Activities
Autumn 2	Week 1: Teach how to use the full stop correctly. When one statement ends you need a full stop. Can children identify when a statement ends in a piece of writing and when a new sentence should start. Proof reading activity together and then independently.	Be the teacher - Putting FS/CL into sentences when there are two or three sentences following on from each other. SCAFFOLDING – Add simple punctuation to simple statements
	Week 2: Teach the words statement and questions . Explain that there are different kinds of sentences. Sentences that give you information are known as statements. Sentences that ask you something are questions. Practise writing the question mark using the website link. Ask children to go round the classroom to say a statement and then a question. Select one to model how to write on the board with punctuation.	Write statements and questions about a zoo picture ensuring they use accurate punctuation. SCAFFOLDING – Have pre written sentence about the zoo picture and ask them to cut and stick the correct punctuation.
	Week 3: Teach the word Exclamations . Explain that there are different kinds of sentences. Sentences that show strong feelings end with an exclamation mark. Teach that these start with the words 'what' and 'how'. What a surprise! How disappointing! Practise writing the exclamation mark. Think with your feet – Move to left or right side of classroom to decide if the sentence is a statement or an exclamation. Look for How/what as a clue.	Write exclamations to go with the fireworks picture. Don't forget the how and what words to begin with. SCAFFOLDING – Have pre written sentences about the fireworks picture and ask children to practise the exclamation mark.
	Week 4: Teach the word Commands . Recap that there are different kinds of sentences. Sentences that ask you to do something are known as commands. In partners, ask the children to collect a card and say a command to go with it. Record this simple command on a whiteboard and check it includes a bossy verb and either full stop or exclamation mark. Highlight the verb at the start.	Decide which is a statement and which is a command. Children to stick in the pre written sentences depending on their classification. SCAFFOLDING – Have simple sentence from communicate Inprint for the children to sort into questions and commands.
	Week 5: Revise the word Noun . Reminder from last term of common and proper nouns. Explain how some words are made up of two nouns put together. There is no space between these words Teach the term compound noun . What is a compound noun? (compound word)	Provide a word bank of nouns and ask the children to make as many compound nouns as they can using these nouns and list them. SCAFFOLDING -Use the 6 word wordbank to make 3 compound nouns.
	Week 6: Review learning from Autumn Term. Plan task on any weaker areas and revisit (AfL). Recap previous learning. And carry out a mini quiz in mixed ability pairs – working through the questions on the whiteboard.	Extension – Play roll – a sentence/word. Roll the dice and carry out task it lands on 1. Write a statement 2. Write a question 3. Write a command 4. Write an exclamation 5. Write a compound noun 6. Write an expanded noun phrase.

Spring	• Revise the term verb and its role in a sentence from Year 1 – use of standard verbs – go and went. • NEW Teach term verb tense - present tense and present progressive • NEW Teach term verb tense in relation to the past tense and past progressive. • Revise the word 'and' as a joining word. Revise how it makes a sentence longer by including more information. • NEW Teach using other 'joining words' <i>or, but and so</i>. You can refer to the term co-ordinating conjunction but this term is not formally taught as a term until Year 3. Teach that these words do not come at the start of the sentence. • NEW Teach other 'joining' words <i>when, if, because</i>. You can refer to these as subordinating conjunction but again not taught as a term until Year 3/4. Teach that these words can come at the start of a sentence as well as in the middle of the two clauses.	
Term	Weekly Overview	Suggested Activities
Spring 1	Week 1: Revise the word Noun . Reminder from last term of common and proper nouns. Correct sentences where capital letters are incorrect. E.g. My Cat is fluffy and his name is tom. Identify which are common and proper nouns by underlining in a colour. Reminder that I needs a capital letter if it is a pronoun. Do not need to use the term pronoun (this is Year 4).	Independently correct a sentence with capitals missing and identify by colour coding common and proper nouns. SCAFFOLDING – Copy the simple sentence but can they spot where the proper noun is missing a capital letter?
	Week 2: Revise the term VERB . Children need to be able to find the verb in a sentence before moving onto TENSE. Focus mainly on ACTION regular verbs. Children to find the verb in a sentence. Explain how they know it is a verb (it is an action - can they act out the action)	Have a range of short sentences and children circle the verb. SCAFFOLDING – Match picture to verbs
	Week 3: Recap verbs and Move onto TENSE covering Present and PAST. Keep the focus on regular verbs. Share tips for finding the verb tense. -ed for past tense. Recap simple adding -ed to verbs to make them in the past and look at spelling rule for doubling the last letter and adding -ed for dome verbs.	In partners, sort verbs into past and present, looking carefully at spelling patterns. SCAFFOLDING – Work in mixed ability pairs
	Week 4: VERBS – Irregular. Recap from previous week past and present. Explain that there are irregular past tense verbs that do not follow the -ed rule. Go through these with the children.	Recap prior knowledge and go over irregular verbs. Children to identify a past tense irregular verb needed for a sentence by playing the quiz. SCAFFOLDING – Match regular and irregular verbs
	Week 5: Verb tenses - Play Spot the odd one out games. Children to change present tense verbs into irregular past tense form e.g. fly to flew. Change an irregular past tense verb back into present tense. For those who are still struggling with identifying verbs, continue with this and focus on simple present /past regular verbs. Play Quiz	Game has been put into your Spring Planning Folder.  Can also introduce IS/WAS and HAVE/HAD GO/WENT SAY/SAID here when talking about irregular verbs SCAFFOLDING – Game answers available if needed.
	Week 6: Revise Joining Words . Pose this question - What does using AND do to a sentence? Discuss how it adds more information in the form of a sentence but how the AND effectively replaces the full stop. Model how two sentences are combined into one. <i>I went on holiday to France. I flew there on a plane. I went on holiday to France and I flew there on a plane.</i> Ensure all know the RULE – joining word AND can only ever be in the middle of the sentence – never start with AND. Introduce other 'joining' words – BUT, SO , OR. They follow the same rule. Model how to use them. Can use the terms CO-ORDINATING CONJUNCTION but they don't need to know them all or FANBOYS. This comes in Year 3.	Children to join sentences using AND checking they put AND in correct place and punctuation is correct. Children choose BUT, SO, OR, AND to join sentences. Some to have challenge of all 4 others might just choose between 2 or 3. Ensure they know the rule of using their 'joining word' in the middle of the two clauses. Check each part has a verb – can they identify the verb and its tense? SCAFFOLDING – Copy the sentence in your neatest handwriting.

Term	Weekly Overview	Suggested Activities
Spring 2	Week 1 : Revise Joining Words. Pose this question - What does using BUT do to a sentence? Discuss how it adds more information in the form of a sentence but how the BUT effectively replaces the full stop. Model how two sentences are combined into one. <i>I went on holiday to France. The weather was awful. I went on holiday to France but the weather was awful.</i> Introduce other 'joining' words – BUT, IF , OR, WHEN, BECAUSE. They follow the same rule. Model how to use them. Can use the terms SUB-ORDINATING CONJUNCTION but they don't need to know them all or FANBOYS. This comes in Year 3.	Children to join sentences using BUT checking they put BUT in correct place and punctuation is correct. Children choose BUT, SO, BECAUSE, IF to join sentences. Some to have challenge of all 4 others might just choose between 2 or 3. Ensure they know the rule of using their 'joining word' in the beginning or middle of the two clauses. SCAFFOLDING – Copy the sentence in your neatest handwriting.
	Week 2: Present Progressive Verb Form. Recap what is meant by VERB TENSE. Recap Present Tense e.g. <i>I jump high</i>. What is wrong with the sentence? - <i>I jumping high</i>. Discuss how a helping verb is needed for this sentence to make sense. <i>I am jumping high</i>. Go through other examples for different subjects e.g. <i>We are jumping high</i>. <i>He is jumping high</i>. Explain that Present Progressive has two verbs, the first verb is <u>the helping verb</u> either are/is/am and the second verb always ends in -ing.	Children change simple present verbs to present progressive. Use the helping verb hint to help where needed. SCAFFOLDING – Spell the simple present tense verbs.
	Week 3 – Past progressive verb form Past Progressive Verb Form. Recap what is meant by VERB TENSE. Recap Past Tense e.g. <i>I jumped</i>. What is wrong with the sentence? - <i>I jumping high</i>. Discuss how a helping verb is needed for this sentence to make sense. <i>I was jumping high</i>. Go through other examples for different subjects e.g. <i>We were jumping high</i>. Explain that Past Progressive has two verbs, the first verb is <u>the helping verb</u> either was/were and the second verb ends in -ing.	Can they choose the correct form of the helping verb to match the subject? I was/she was/he was/ they were SCAFFOLDING – Spell the simple present tense verbs
	Week 4 – Revise the term apostrophe for contraction/omission. Recap what a contraction is and look at example from Year 1. Then work through video clip asking children to find and spell contracted forms. Model how to write the apostrophe and its positing on the page.	Using a bank of words, children to contract the words to create a contracted form. Spelling practise. Extension – Locate contracted words in books and add to the spelling list. SCAFFOLDING – Match the contracted words to the correct pairs.
	Week 5 – Teach the term apostrophe in relation to singular possession. Recap using an apostrophe for contraction. Work through the examples discussing where the apostrophe has been used and why. Look at examples of correct and incorrect use and teach why the use is correct/incorrect.	Mark a piece of work where apostrophes have been used or not incorrectly. Children to act as teachers. SCAFFOLDING – Play snap with possessive apostrophe words.
	Week 6: Review work from the term. Choose a lesson or parts you might need to recap on. Can do some assessment work. Recap the learning of the more difficult concepts this half term.	Give children a selection of SPaG questions to answer linked to their learning. Ask them to answer them and take note of common misconceptions.

Summer	• NEW Teach term Homophone • NEW Teach term compound word although reading covered thus in Year 1, now focus on spelling • Revise the term adverb, how it describes the noun and how it is usually spelt. • Revise the term suffixes, to create adjectives and adverbs. • Revise and consolidate what has been covered in Autumn and Spring in preparation for SATS. In addition, children to write a short story which shows/covers all the grammar target requirements. Refer to writing composition targets and spelling targets in conjunction with this task.	
Term	Weekly Overview	Suggested Activities
	Only 4 lessons as two missed for geography walks in week 2 and 4	
Summer 1	Week 1: Teach homophones Discuss what a homophone is and work through PPT learning what they are. In pairs, decide on what homophones the clues could be talking about. Then, use whiteboards to write homophones in a sentence, selecting the correct spelling. This final activity will focus on their, there and they're as a discussion point for the class and to further draw attention to this common misconception.	Children to have a selection of homophones to choose from and write them in sentences, selecting the correct spelling. SCAFFOLDING – Children to read the homophone words and cut and stick the right spelling next to the picture. Use only up to level 4 phonemes.
	Week 2: Recap compound words from Year 1 Recap what a compound word is from Year 1. Work through the compound word PPT, reading and building compound words. Highlight the word types (noun)	Spot the mistakes in the sentences and correct the misspelling of the compound words. SCAFFOLDING – Match the pictures to the compound words.
	Week 3 - Recap Teach the term adverb and how it describes verbs Recap what an adverb is and work through the flipchart carrying out various activities. Touch on the spelling rule that when an adjective ends in y you change it to an i and add ly. Refer back to working walls from previous learning.	Spot adverbs Use a verb and ask children to brainstorm adverbs to describe that verb. Consider spelling rule (I instead of y) SCAFFOLDING – give the children the sentence I walk ____ and a bank of words and ask them to select the correct adverbs to complete the sentence in different ways.
	Week 4 - Recap using suffixes to create adjectives and adverbs e.g. -ful -less to form adjectives and -ly to form adverbs (recap) Look specifically at adding an i instead of a y when changing verbs to adjectives with -ful and adjectives to adverbs with -ly. Recap all previous learning, referring to working walls.	Give children a selection of words to spell adding a suffix. Have a range of simple suffix adding and changing the I to a y and adding the suffix after. SCAFFOLDING – Children to write words that include suffixes. Look, cover, read, write, check.
	Week 5: Review work from the term. Choose a lesson or parts you might need to recap on. Can do some assessment work. Recap the learning of the more difficult concepts this half term.	Give children a selection of SPaG questions to answer linked to their learning. Ask them to answer them and take note of common misconceptions.

Term	Weekly Overview	Suggested Activities
Summer 2 Consolidate	Week 1: Recap Revision adverbs and finding adverbs, noun, proper nouns, verbs and adjectives in sentences. Carry out consolidation tasks.	Give the children 4 tasks to write 4 sentences with different requests e.g. 1. Write a sentence that has two proper nouns in it SCAFFOLDING – Write a sentence with an adjective
	Week 2: Recap Revision spelling rules for adding suffixes ing/ed/ness/ment etc... Carry out consolidation tasks.	Work through examples of adding suffixes as a recap and then ask children to complete spelling words and then extension - add the correct past tense verb spellings to sentences. SCAFFOLDING – Add suffixes to simple words with limited spelling rules
	Week 3 Recap use of apostrophes for possession and contraction Carry out consolidation tasks.	Revisit prior learning. Ask the children to answer a set of questions using apostrophes for possession and contraction. SCAFFOLDING – Match the contraction cards. Extension – Write a sentence with an apostrophe for possession in it.
	Week 4 Recap homophone and compound word terminology Carry out consolidation tasks.	Revisit prior learning. Children to answer questions linked to homophones and compound words. SCAFFOLDING – Circle the compound words. Extension – Find both in books.
	Week 5 Cover spelling rules not taught since Year 1 ' s ' spelt C before e or ity Recap learning from Year 1 where they learnt to read words with the soft 'c' phoneme where the spelling c is used for the s phoneme in words before an e or the letter ity.	Look at examples on the board. Partner read these words. Ask children to use these words in sentences. SCAFFOLDING – Match the words and pictures.
	Week 6 Cover spelling rules not taught thoroughly ' or ' after w e.g. word, worm Work through the PPT recapping spelling rules that are more unfamiliar.	Look at examples on the board. Partner read these words. Ask children to use these words in sentences. SCAFFOLDING – Match the words and pictures.
	Week 7 Cover spelling rules not taught ' il ' at end of word e.g. pencil, fossil Work through the PPT recapping spelling rules that are more unfamiliar.	Look at examples on the board. Partner read these words. Ask children to use these words in sentences. SCAFFOLDING – Match the words and pictures.