

## Year 2 Grammar

The course is designed for younger students or students with no prior grammar learning. Each lesson is standalone – if students have a particular topic they want to learn or review, these lessons can be taught separately. Each lesson is one hour long – the full course is 32 lessons in total, divided into two terms of 16 weeks. At the mid-way and end of term points we will do a review test lesson. We can also start each section with a review test lesson to identify areas of weakness, teach those areas and then complete the review/test lesson again to see the improvement.

This grammar course is split into three distinct sections;

- Grammar
- Punctuation
- Vocabulary

Spelling and writing are taught throughout the course, and where possible links with each lesson focus.

As with all courses designed by Teach In Time this course is benchmarked against the British National Curriculum for English Language.

## Term 1

FOCUS	Number	Lesson	Information	Spelling focus
Grammar	1	Types of Words	Nouns, adjectives, verbs & adverbs	Words ending in -y
Grammar	2	Using the progressive in present and past tense	The progressive form (sometimes known as the 'continuous form') of a verb is used to show that an event is happening now and that it is ongoing. The progressive form of a verb is made by combining the present tense form of a verb (for example, 'singing') with a form of the word <i>be</i> (often 'was' or 'were'). For example, 'he was singing' or 'the class were singing'.	Verbs ending in -ing
Writing	3	Diary	Using personal pronouns, and past tenses (including past continuous) to write about an interesting event. Children will write a diary entry for homework this week.	Spelling test on words learned so far

<b>Grammar</b>	4	Using expanded noun phrases	<p>Sometimes more than one word does the job of a noun. This is called a noun phrase. The simplest example of a noun phrase is where a determiner tells us which noun we are referring to or how many or much there is. For example, 'that parcel', 'three cows', or 'some porridge'.</p> <p>If we want to add a little bit more information, then we can turn it into an expanded noun phrase. For example: 'that big parcel' or 'the porridge that I cooked earlier'. Each of these noun phrases does the job of a noun, naming something, even though there are several words in the phrase.</p>	Words ending in -tion
<b>Writing</b>	5	Setting	<p>Writing a setting description. Children will learn about powerful adjectives, and use their knowledge of expanded noun phrases to create a description of an imaginary setting.</p>	Spelling test on 'tion' words
<b>Grammar</b>	6	Knowing the four types of sentence: statements, questions, exclamations and commands	<p>A statement shares (or declares) information or an opinion. Statements tell you about something: 'Kate was running late.'</p> <p>A question is a sentence that seeks information. We generally ask questions to find something out: 'Why are you late, Kate?'</p> <p>Questions are punctuated with a question mark at the end of the sentence.</p> <p>An exclamation expresses how strongly we feel about something. We might be showing horror, astonishment, surprise, sadness or joy. In English grammar, an exclamation usually begins with the</p>	Silent letter k, g, w

			<p>words 'what' or 'how':          'What a fun sentence!'          A command is sometimes called a directive. They tell the reader to do something, often giving orders or instructions: 'Hurry up and sit down, Kate.'</p>	
<b>Writing</b>	7	Instructions	Using imperative verbs to create a list of instructions. Children will create their own set of instructions for homework this week.	Spelling test of silent letters
<b>TEST</b>	8	Mixed Questions – Section Test	Mid-term test and review	
<b>Grammar</b>	9	Using the present tense and past tense correctly and consistently	<p>The tense we write or speak in tells us when something took place. In English, the verbs in a sentence change form to show when something happened. For example, 'The dog <i>ran</i> across the field' is in the past tense of 'The dog <i>runs</i> across the field'.</p> <p>In Year 2, children should be aiming to write in the present or past tense consistently. This means writing in the same tense across an entire piece of writing, not changing from one to the other.</p>	Verbs ending in -ed
<b>Writing</b>	10	Writing action	Children will spend the lesson planning an interesting problem for an imaginary character. They will consider how the character might behave, and how the character might solve the problem (writing it up for homework).	Spelling test on -ed words

<b>Grammar</b>	11	Joining clauses using a range of conjunctions - coordinating	A conjunction is a word that links two words or phrases together, such as 'and', 'but', and 'because'. In Year 2, children might use these words to make longer sentences, such as 'James bought a bat <i>and</i> ball' or 'Joe can't practise kicking <i>because</i> he is injured'. They will learn how to use different conjunctions to express different meanings. For example, 'Tom brought his boots <i>and</i> so did Ali' compared to 'Tom brought his boots <i>but</i> Ali forgot'.	Words ending in -el
<b>Grammar</b>	12	Joining clauses using a range of conjunctions - subordinate		Words ending in -al
<b>Writing</b>	13	Non-chronological Report Writing	Analysing the features of non-chronological texts and planning their own to write for homework.	Spelling test on -al and -el words
<b>Punctuation</b>	14	Using capital letters:	Capital letters are used at the beginning of sentences and at the beginning of proper nouns (proper nouns are names, like 'Anne' or 'Scotland').	Soft 'g' as in 'gem'
<b>Writing</b>	15	Shape Poems	Children will look at various shape poetry and plan their own based on a given topic. They will write their own poem for homework.	Spelling test on soft 'g' words
<b>TEST</b>	16	Mixed Questions – Section Test	End of term test and review	

## Term 2

<b>Punctuation</b>	17	Sentences end with different punctuation marks depending on their meaning.	A <b>full stop</b> is used at the end of a statement	Words containing 'dge' as in 'edge'
<b>Punctuation</b>	18		a <b>question mark</b> is used at the end of a question, and an <b>exclamation mark</b> is used at the end of an exclamation to show emphasis, humour or strong emotion.	Letter 'c' making the sound 's' as in circle
<b>Writing</b>	19	Book Review	Children will bring a favourite book to the lesson. They will practice public speaking in class, and be encouraged to give a short speech about their book. They will then write it up as a book review for homework.	Spelling test on 'dge' and soft 'c' words
<b>Punctuation</b>	20	Using apostrophes to mark where letters are missing	There are two main purposes for using <b>apostrophes</b> . The first is showing the place of missing letters. For example, the apostrophe in 'I'm' replaces the 'a' in 'I am' and the apostrophe in 'shouldn't' replaces the 'o' in 'should not'.	Contractions
<b>Writing</b>	21	Biography writing	Children will learn about a famous person from history. They will look at features of biographical writing and write their own for homework.	Spelling test on contractions
<b>Punctuation</b>	22	Using apostrophes to mark singular possession	The second purpose is to show possession, meaning who or what something belongs to. For example, 'Paul's bike' or 'the girl's voice'.	Apostrophes for singular possession
<b>Punctuation</b>	23	Using commas to separate items in a list	Where there are more than two items in a list, the different items should be	Plurals with new spellings e.g. knives, hobbies, flies

			separated by a <b>comma</b> . For example, 'He bought bread, butter, jam and milk.'	
<b>TEST</b>	24	Mixed Questions – Section Test		
<b>Writing</b>	25	Playscript	After watching a short play, children will look at the layout of a playscript. They will then plan the next part of the film, and write the next part of the script for homework.	Spelling test on singular possessive apostrophes and plurals
<b>Vocabulary</b>	26	Using suffixes such as -ful or -less to form adjectives	Suffixes are used to change a word into an adjective. For example, 'beauty' (a noun) might change to 'beautiful' (an adjective) or 'help' (a noun) might change to 'helpless' (an adjective).	Words ending in -ful and words ending in -less
<b>Vocabulary</b>	27	Using suffixes such as -ness or -er to form nouns	Suffixes are used to change a word into a noun. For example, 'happy' (an adjective) might change to 'happiness' (a noun), and 'run' (a verb) might change to 'runner' (a noun).	Words ending in -ness and words ending in -er (nouns)
<b>Writing</b>	28	Letter Writing	Children will look at a selection of letters and analyse the layout & structure of a letter. They will write a postcard in class and write a letter to a friend for homework.	Spelling test on words ending in -ful, -less, -ness and -er.
<b>Vocabulary</b>	29	Using suffixes to create comparative or superlative adjectives	The suffix -er at the end of an adjective shows the word is being used to compare two things: 'the second bird was bigger' or 'his voice was louder than Sam's'. This is called a comparative adjective. The suffix -est at the end of an adjective shows the word is being used to compare more than two things: 'it was the biggest sandwich he had ever seen' or 'her voice	Words ending in -er (adjectives) and -est

			was the loudest in the school'. This is called a superlative adjective.	
<b>Vocabulary</b>	30	Changing adjectives into adverbs	The suffix –ly is used to change an adjective into an adverb. For example, 'quiet' (an adjective) might change to 'quietly' (an adverb), or 'quick' (an adjective) might change to 'quickly' (an adverb) Words ending in -ly	Words ending in -ly
<b>WRITING</b>	31	Fables	Children will read some fables in class and look at the key features which make these type of stories. They will plan their own fable using a storyboard.	Spelling test on words ending in -er, -est and -ly
<b>TEST</b>	32	Mixed Questions – Section Test	Section test and review.	