



Grammar, Punctuation and Spelling

Year 2

Autumn Block 1

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Grammar, Punctuation and Spelling – Year 2 – Ready to Write

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.

We recommend using the [Year 2 Baseline Assessment](#) before the Autumn Block 1 guidance and resources so that you can address any gaps in prior knowledge from Year 1.

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Autumn Block 1 – Ready to Write

National Curriculum Objectives:

- (1G5.1) [Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'](#)
- (1G5.1) [Capital letters for names and for the personal pronoun I](#)
- Learning how to use both familiar and new punctuation correctly (see English appendix 2) including:
 - (2G5.2) [full stops](#)
 - (2G5.1) [capital letters](#)
 - (2G5.4) [exclamation marks](#)
 - (2G5.3) [question marks](#)
- (1G3.1) [How words can combine to make sentences](#)
- (1G3.3) [Joining words and joining clauses using 'and'](#)

Small Steps

1. [Capital Letters](#)
2. [Full stops, Question Marks and Exclamation Marks](#)
3. [Recognising Common Nouns and Proper Nouns](#)
4. [Recognising Sentences](#)
5. [Recognising Sentences using Conjunctions](#)
6. [Using Conjunctions in Sentences](#)

Step 1 – Capital Letters

Notes and Guidance

- To build on skills learnt in Year 1, children need to be able to use capital letters to demarcate sentences consistently. They should know from Year 1 that capital letters are also used for proper nouns (names of people, places, days of the week and months of the year) as well as for the personal pronoun 'I'.
- It is important that children can recognise when a capital letter has been used correctly and when it has been used incorrectly.

Focused Questions

- What type of letter should we always use for the start of a sentence?
- When do we use capital letters? Is it just at the start of a sentence?

You can find the [free resources for this step](#) on our website. Each pack includes a Teaching PowerPoint, Varied Fluency questions, and Application and Reasoning questions.

Step 2 – Full Stops, Question Marks and Exclamation Marks

Notes and Guidance

- Children should demarcate sentences with full stops consistently. From Year 1, they should also know how to use a question mark and an exclamation mark.
- In this step, children will practice identifying whether the sentence needs a full stop, question mark or exclamation mark based on the structure of the sentence. Children should use question marks for question sentences (beginning with *who*, *what*, *where*, *when*, *why* or *how*) and exclamation marks for one word sentences or commands (for example *Stop!* or *Put that down!*)
- Children should know the difference between a question and an exclamation sentence that begins with ‘what’ or ‘how’.

Focused Questions

- What does a full stop look like?
- What does a question mark look like? When would we use a question mark?
- What does an exclamation mark look like? When would we use an exclamation mark?

You can find the [resources for this step](#) on our website. Each pack includes a Teaching PowerPoint, Varied Fluency questions, and Application and Reasoning questions.

Step 3 – Recognising Common Nouns and Proper Nouns

Notes and Guidance

- Children apply their knowledge of common and proper nouns from Year 1. They should know that a proper noun includes names of people, names of places, days of the week and months of the year.
- This step will focus on when is a noun a common noun and when is it a proper noun, such as ‘his dad’ compared to ‘Dad’.

Focused Questions

- What is a noun?
- What makes something a proper noun?
- What makes something a common noun?
- What makes something a proper noun rather than a common noun?

You can find the [resources for this step](#) on our website. Each pack includes a Teaching PowerPoint, Varied Fluency questions, and Application and Reasoning questions.

Step 4 – Recognising Sentences

Notes and Guidance

- From Year 1, children should know how words can combine to make sentences.
- Children should know that a sentence needs a capital letter and a full stop/question mark/exclamation mark to punctuate it – depending on the sentence type (see step 2).
- Children should be able to identify whether a series of words makes a sentence or whether it has an element missing, such as a noun or a verb, a capital letter or a full stop/question mark/exclamation mark.

Focused Questions

- Do these words create a sentence that makes sense?
- What punctuation do you need in a sentence?
- Is this a sentence? Why? What is missing?

You can find the [resources for this step](#) on our website. Each pack includes a Teaching PowerPoint, Varied Fluency questions, and Application and Reasoning questions.

Step 5 – Recognising Sentences using Conjunctions

Notes and Guidance

- Children are now ready to build on their knowledge of sentences and how words can combine to make sentences. They should understand that two words or clauses can be joined by the word ‘*and*’.
- In Year 1, the words ‘*but*’ and ‘*or*’ were also introduced to join clauses. These conjunctions should be revisited in this step and children should begin to understand whether to use ‘*and*’, ‘*but*’ or ‘*or*’ to join two clauses.

Focused Questions

- Why do we use the word ‘*and*’ ?
- What happens to the full stops and capital letters when you join these two sentences?
- What word should this be instead of ‘*and*’ ?

You can find the [resources for this step](#) on our website. Each pack includes a Teaching PowerPoint, Varied Fluency questions, and Application and Reasoning questions.

Step 6 – Using Conjunctions in Sentences

Notes and Guidance

- Children should move on from recognising conjunctions in sentences to using conjunctions to join two sentences.
- From Year 1 and the previous step, children should be able to use ‘*and*’ consistently and begin to use ‘*but*’ and ‘*or*’ correctly when joining two clauses.
- Children should also begin to explain why they have chosen ‘*and*’, ‘*but*’ or ‘*or*’ to join the two clauses.
- Children should also be able to remove a conjunction and turn the sentence back into two separate sentences.

Focused Questions

- What word should you use to join these two sentences?
- Why have you used ‘*and*’ instead of ‘*but*’ to join these sentences? How does it change the meaning of the sentence?

You can find the [resources for this step](#) on our website. Each pack includes a Teaching PowerPoint, Varied Fluency questions, and Application and Reasoning questions.