



Grammar, Punctuation and Spelling

Year 2

Long Term Plan

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Grammar, Punctuation and Spelling – Year 2 – Long Term Plan

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.

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Year 2 – Long Term Plan – Autumn

	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	<p>1. Ready to Write</p> <p>(1G5.1) Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>(1G5.1) Capital letters for names and for the personal pronoun I</p> <p>Learning how to use both familiar and new punctuation correctly (see English appendix 2) including:</p> <ul style="list-style-type: none"> • (2G5.2) full stops • (2G5.1) capital letters • (2G5.4) exclamation marks • (2G5.3) question marks <p>(1G3.1) How words can combine to make sentences</p> <p>(1G3.3) Joining words and joining clauses using 'and'</p>			<p>2. Commas</p> <p>(2G5.5) Learning how to use both familiar and new punctuation correctly (see English appendix 2) including: commas for lists</p> <p>(2G5.5) Commas to separate items in a list</p> <p>Terminology for pupils:</p> <ul style="list-style-type: none"> • (2G5.5) comma 	<p>3. Word Classes 1</p> <p>(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]</p> <p>Terminology for pupils:</p> <ul style="list-style-type: none"> • (2G3.2) noun phrase 	<p>4. Conjunctions</p> <p>(2G3.3) Co-ordination (using or, and, or but)</p> <p>(2G3.4) Subordination (using when, if, that, or because)</p>			<p>5. Sentence Types 1</p> <p>(2G2.2) How the grammatical patterns in a sentence indicate its function as a question</p> <p>(2G2.3) How the grammatical patterns in a sentence indicate its function as a command</p> <p>Terminology for pupils:</p> <ul style="list-style-type: none"> • (2G2.2) question • (2G2.3) command 			Assessments

Year 2 – Long Term Plan – Spring

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12		
Spring	<p>1. Word Classes 2</p> <p>(2G1.6) Use of –ly in Standard English to turn adjectives into adverbs</p> <p>Terminology for pupils:</p> <ul style="list-style-type: none"> • (1G5.1) letter • (1G6) word 		<p>2. Apostrophes</p> <p>(2G5.8) Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name]</p> <p>Terminology for pupils:</p> <ul style="list-style-type: none"> • (2G5.8) apostrophe 			<p>3. Sentence Types 2</p> <p>(2G2.4) How the grammatical patterns in a sentence indicate its function as a exclamation</p> <p>(2G2.1) How the grammatical patterns in a sentence indicate its function as a statement</p> <p>Terminology for pupils:</p> <ul style="list-style-type: none"> • (2G2.1) statement • (2G2.4) exclamation 		<p>4. Tenses</p> <p>(2G4.2) Learn how to use the present and past tenses correctly and consistently including the progressive form</p> <p>(2G4.2) Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Terminology for pupils:</p> <ul style="list-style-type: none"> • (2G4.2) tense (past, present) 			<p>5. Suffixes 1</p> <p>(2G6.3) Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]</p> <p>(2G6.3) Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1)</p> <p>Terminology for pupils:</p> <ul style="list-style-type: none"> • (2G6.3) suffix 		Assessments	

Year 2 – Long Term Plan – Summer

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Summer	<p>1. Suffixes 2</p> <p>(2G6.3) Use of the suffixes –er, –est in adjectives</p> <p>Terminology for pupils:</p> <ul style="list-style-type: none"> • (2G6.3) suffix 	<p>Assessments (SATs)</p>					<p>2. Consolidation (Key Stage 1)</p> <p><i>Coverage of all Year 1 and Year 2 Grammar, Vocabulary and Punctuation objectives.</i></p>						Assessments