



Grammar – Myton Park Primary structured scheme of work

Year	Topic	Examples	Terminology
2	Demarcate sentences using capital letters at the start and full stops, exclamation or question marks at the end.	<i>The doorbell rang. Who could it be? Mummy answered the door and got a surprise. There was a tiger!</i>	Sentence Capital letter Full stop Question mark Exclamation mark
	Use commas in making lists	<i>The endangered animals we are looking at are: tigers, pandas, whales and cheetahs.</i>	Comma
	Use adjectives to describe nouns	<i>The wild tiger, the black bear and the swimming whale.</i>	Noun Adjective
	Use conjunctions to join ideas in longer sentences Co-ordination: using 'and', 'or' and 'but' (Compound) Subordination: using 'when', 'where', 'if', 'that' and 'because' (Complex)	Children need to start using compound and complex sentences in their writing: <i><u>When</u> the tiger came to tea, he ate up all the food <u>and</u> drank up all the water. <u>If</u> another tiger comes to tea, we have some tins of tiger-food.</i>	None
	Use and distinguish past and present text	In a story it is often past tense: <i>The tiger went to the cupboard and took out all the tins. He drank up all the water in the tap.</i> In a description of something which is true now, it is present tense. <i>My favourite colour is red. I like playing princesses and magic games best.</i>	Verb Tense Past Present
	Use adjectival phrases to describe nouns	The tiger who came to tea was lovely and gentle.	
	Use apostrophes for contracted forms – relate this to differences between spoken & written English	Encourage children to write speech in a realistic way, e.g. I don't want to come home!	Apostrophe