

Teacher notes

Year 2 Grammar: Diary from the Great Fire of London

To use expanded noun phrases

In this lesson, pupils will learn how to create noun phrases by adding information either before or after the noun to add description. Pupils will collect ideas that they could use to describe objects linked to a bakery before using their ideas in their own writing.

This pack includes:

- › Teacher slides
- › Image cards
- › Writer's craft activity

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Display [slide 3](#). Ask pupils to identify which words are nouns. Remind pupils that nouns name people, places, objects, thoughts or feelings. The nouns are highlighted on [slide 4](#). You could discuss why some nouns have capital letters (because they are proper nouns).

Teach

Display the information on [slide 5](#). Explain that a noun phrase is used when we write to add description. Read the example sentences and identify the noun (boat) and how it has been expanded with an adjective (old).

Look at the words displayed on [slide 6](#) (bread, street). What adjectives could we add to describe these nouns? Collect examples of adjectives suggested by the pupils and model how these could be used to form

a noun phrase (e.g. brown bread, stale bread, fresh bread, longest street, muddy street).

Explain that as well as adding adjectives before the noun, we can also add extra information after the noun to describe it. This can show where the noun is, for example. Show [slide 7](#) with the sentence ‘We slept on father’s boat.’ with a second sentence with information added after the noun.

Display the words **bread** and **street** again on [slide 8](#). Could we add information that would come after the noun showing where it is? Collect pupils suggestions and model how they could be used to create an expanded noun phrase, for example: the bread in the window; the bread on the shelf; the street by my house; the street in London.

Ask pupils to orally compose sentences that describe the nouns **bread** and **street** using the ideas collected to create expanded noun phrases. Model orally composing sentences as needed, for example: The delicious bread from the bakery made a tasty sandwich. I walked along the short street beside the church. This activity is displayed on [slide 9](#).

Activity	Teaching points	Notes
<p>1) Creating noun phrases (shown on slide 10)</p>	<ul style="list-style-type: none"> ➤ Using the image cards, pupils should collect adjectives and other words and phrases that could be used to describe a bakery and the cakes, bread and other goods that it sells. ➤ CHALLENGE: Discuss with some pupils how more than one adjective can be added to describe a noun (e.g. brown, crusty bread) and when a comma should be used to separate these. A comma should be used if the adjectives can have the word ‘and’ placed between them, or the order of the words are changed, and it still makes sense. These types of adjectives are called coordinated adjectives. 	
<p>2) Writer’s Craft (shown on slide 11)</p>	<ul style="list-style-type: none"> ➤ Pupils should write sentences on the sheet to describe a bakery, telling the reader what a bakery is and what it sells. remind pupils that they should use expanded noun phrases to add description. ➤ SUPPORT: Some pupils may write a series of simple sentences about the images from the previous activity after orally rehearsing them. 	