

# Chapter 1

# Nouns

## Introduction

This chapter focuses on nouns. It begins by looking at common nouns and then moves on to the names of places, people, days of the week and months of the year, all of which begin with capital letters. Many early years classes refer to nouns as 'naming words'. You should introduce the term 'noun' during Year 2. For further practice, please see the 'Nouns' section of the Years 1–2 workbook.

## Poster notes

### One or more than one? (page 10)

The poster shows how plurals are made. Explain to the children that most nouns simply have an 's' added, but that there are exceptions. Suggest that the children say a noun with the word 'one' before it, and then say it with the word 'two' before it, listening carefully to the ending. This will give them a clue to words that take 'es' spellings.

### Making new nouns (page 11)

The poster shows how compound nouns are made. Explain to the children that compound nouns are two shorter words joined together to make a new one. Invite children to read the first and then the second noun and finally to read the compound noun. New nouns can also be made by adding a suffix to a word. Invite children to read the words and then the suffix, and then to read the new noun made by joining them. Discuss how the meaning has changed.

## In this chapter

<b>Nouns</b> page 12	Recognise and classify nouns.
<b>Singular and plural nouns</b> page 16	Identify singular and plural nouns and use them in sentences.
<b>Proper nouns</b> page 20	Recognise proper nouns and begin them with capital letters.
<b>Forming nouns</b> page 24	Understand how nouns can be formed.
<b>Writing with nouns</b> page 28	Use nouns appropriately in writing.

## Vocabulary

### In Year 1 children need to know:


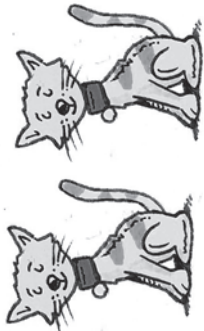








word, naming word, doing word, singular, plural

### In Year 2 children need to know:

noun, compound, suffix

# Nouns

## One or more than one?

One (singular)	More than one (plural)	Usual rule
<p>one cat</p> 	<p>two cats</p> 	<p>most words: add <b>s</b></p>
<p>one bus</p> 	<p>two buses</p> 	<p>words ending in <b>s</b>, <b>sh</b>, <b>tch</b> or <b>x</b>: add <b>es</b></p>
<p>one brush</p> 	<p>two brushes</p> 	
<p>one watch</p> 	<p>two watches</p> 	
<p>one fairy</p> 	<p>two fairies</p> 	<p>words ending in <b>y</b>: change <b>y</b> to <b>i</b> and add <b>es</b></p>

# Nouns

## Objective

Recognise and classify nouns.

## Background knowledge

There are four types of noun:

- **Common nouns:** are the names of things or feelings and refer to any example of the type, for instance 'book' or 'girl'.
- **Proper nouns:** always begin with a capital letter. They are 'special' names that identify a specific place or person, such as 'Sanjay' or 'Glasgow'; or the day of the week or the month of the year.
- **Collective nouns:** refer to a group of things, such as a 'crowd of people'.
- **Abstract nouns:** refer to non-concrete things such as 'happiness' or 'idea'.

Children need to identify 'naming words' and understand that they can be categorised in different ways. You can provide lots of practice orally, focusing on things in the classroom, before moving on to the photocopiable sheets.

## Activities

### ● Photocopiable page 13 'At home'

The children should understand that many nouns can be categorised according to where we find them, for example: inside or outside, at the swimming pool, in the park, at the beach and so on. You can talk about the different environments within their homes and ask the children what sort of things they might see there.

### ● Photocopiable page 14 'Out and about'

As for the previous activity, talk briefly about the three environments on the sheet. Tell the children to list as many things as they can that belong in these places. Emphasise that you want them to make a list, so they should just write out the nouns or naming words and not try to put them into sentences.

### ● Photocopiable page 15 'What is it? (1)'

Remind the children how to write lists and explore the idea that nouns or naming words can be collected into groups of type, for example: toys, food, things to write with and so on. Write some of these headings on the board and ask the children to help you to list some nouns that fall into these categories. Next, tell the children to sort the muddled things in the star on the photocopiable sheet into the four lists. They may also be able to think of some extra things. Make sure they all know the meaning of the word 'furniture'.

## Further ideas

- **Categories:** Working in groups, ask children to look through magazines or catalogues, finding and cutting out pictures of things that can be categorised, for example: animals, food or toys. Invite them to then stick the pictures on to large sheets of paper, with the category title as a heading and individual naming words next to each picture.

## Digital content

On the digital component you will find:

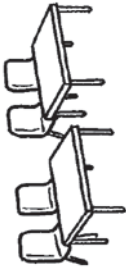





- Printable versions of all three photocopiable pages.
- Answers to 'What is it? (1)'.
- Interactive versions of 'At home' and 'What is it? (1)'.

Name: \_\_\_\_\_

# Nouns

## Out and about

- List some things you would see in these places.

<p>At school</p> 	<p>In the street</p> 	<p>In the park</p> 
		

## Forming nouns

### Which suffix?

- Choose a suffix (word ending) to make a new noun using the words below.

ness      ment      hood

child \_\_\_\_\_

weak \_\_\_\_\_

cold \_\_\_\_\_

punish \_\_\_\_\_

dark \_\_\_\_\_



- Write a sentence using one of your words.

---



---

- Colour the suffixes in this text.

The boy's tidiness pleased his mother. Their relationship was one of agreement and cheerfulness. His childhood had been full of happiness and warmth.