



# Parents' Support Guide to Spelling, Punctuation and Grammar in Year 2.

## Writing

### By the end of Year 2 most children should know...

- What nouns, verbs, adjectives and adverbs are.
- How to expand sentences using subordination – using...when, if, that, because.
- How to expand sentences using coordination – using...or, and, but.
- How to expand noun phrases for description and specification; (e.g. the blue butterfly).
- How to use appropriate adjectives and adverbs to give essential information (e.g. plan flour rather than flour or fluffy, white flour).
- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.
- How to make the correct choice of present tense and past tense.
- The use of the progressive form of verbs in the present and past tense to mark actions in progress; (e.g. she is drumming; he was shouting).
- The use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Commas to separate items in a list.
- The use of apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. (e.g. the girl's name).

## Useful Activities

### Perfect Punctuation

Write a short piece of text with full stops in the wrong place. Read it through together. Does it sound right? Alter it by reading through and listening to hear when the sentence is complete. Correct accordingly.

### Punctuation Spotter

Print off a piece of text from a book, magazine or the internet. Go through this, highlighting all of the capital letters and full stops. Make a chart to record, "When do we use capital letters?" Do the same with question marks, exclamation marks or verbs and adjectives.

### Finish the sentence

Give your child some sentence stems and conjunctions – e.g. The dog ran over the road... when, because, next, etc. Children compose appropriate endings. Discuss. Are the endings interchangeable? Does the meaning change according to the conjunction being used?

### Stretchy sentences

To make the sentences longer you need to add more information. e.g. The boy went to the park. The **happy, young** boy went to **play with his friends** at the **huge, exciting** park. or... The **tall, brown haired** boy **was fed up** so he went to the park **to play with his friends on the fantastic, big climbing frame.**

Common exception words for Year 2.

# Common exception words

word	read	spell	apply
door			
floor			
poor			
because			
find			
kind			
mind			
behind			
child(ren)			
wild			
climb			
most			
only			
both			
cold			
gold			
hold			
told			
every/body			
great			
even			
break			
steak			
pretty			
beautiful			
after			
father			
plant			

# Common exception words

word	read	spell	apply
hour			
move			
prove			
improve			
sure			
sugar			
eye			
could			
should			
would			
who			
whole			
any			
many			
clothes			
busy			
people			
water			
again			
half			
money			
Mr			
Mrs			
parents			
Christmas			

## Spelling activities to support your children:

<p><b><u>Sound talk</u></b> Say words in sounds e.g. 'Simon says touch your t-oe-s.'</p>	<p><b><u>Wordle</u></b> Create your own beautiful word cloud following a spelling pattern: <a href="http://www.wordle.net/create">http://www.wordle.net/create</a></p>	<p><b><u>Word shapes</u></b> Create your own word shapes challenge: <a href="http://tools.atozteachers.tuff.com/printable-word-shapes-worksheets/">http://tools.atozteachers.tuff.com/printable-word-shapes-worksheets/</a></p>	<p><b><u>Draw your words</u></b> Use shapes of letters to create drawings e.g. a skyline.</p>
<p><b><u>Air and back spelling.</u></b> Write the word in the air, really big, then really small, saying each letter as it is written. If the word can be sounded out, use the phonemes, if not, use the letter names. Try writing words on each other's backs and see if your partner can say what word you're writing</p>	<p><b><u>Media search</u></b> Using a timer, give the children x minutes to find their spelling in the newspaper or magazine. Circle them in bright colours or highlight when they have been found.</p>	<p><b><u>Couscous/ salt box spelling</u></b> Practice writing spellings in salt or couscous.</p>	<p><b><u>Scrabble spelling</u></b> Find the letters you need to spell your words, mix them up in a bag and time how quickly you can unscramble them into the words.</p>
<p><b><u>Write a story</u></b> Write a paragraph / story containing as many words as possible that follow the spelling rule / pattern you are focusing on.</p>	<p><b><u>Letter Writing</u></b> Write a letter to a friend, family member, teacher or super hero. Underline the spelling rules that you have focused on in your letter.</p>	<p><b><u>Colourful words</u></b> Use two different colours to write your words- one for vowels another for consonants then write them all in one colour.</p>	<p><b><u>Ambidextrous</u></b> Swap your pen into the hand that you don't usually write with. Now try writing your spellings with that hand.</p>
<p><b><u>Hangman</u></b> Write dashes for the letters of the word. Your partner needs to say letters and guess the word before you complete the stick man.</p>	<p><b><u>ABC Order</u></b> Write a list of your spellings in alphabetical order. For even greater challenge, can you write them in reverse alphabetical order first?</p>	<p><b><u>Squiggly / Bubble spelling words</u></b> Write a list of your spelling words twice – once in your regular writing, then in squiggly or bubble letters.</p>	<p><b><u>Sign your words</u></b> Use sign language finger spelling to sign your words. <a href="http://www.unitykid.com/signlanguage.html">http://www.unitykid.com/signlanguage.html</a>  <a href="http://www.british-sign.co.uk/bsl-british-sign-language/fingerspelling-alphabet-charts/">http://www.british-sign.co.uk/bsl-british-sign-language/fingerspelling-alphabet-charts/</a></p>

## Year 2 Grammar

Year 2: Detail of content to be introduced (statutory requirement)	
Word	<p>Formation of <b>nouns</b> using <b>suffixes</b> such as <i>-ness, -er</i> and by compounding [<i>whiteboard, superman</i>]</p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>-ful, -less</i></p> <p>(A fuller list of <b>suffixes</b> can be found in the year 2 spelling section in English Appendix 1)</p> <p>Use of the <b>suffixes</b> <i>-er, -est</i> in <b>adjectives</b> and the use of <i>-ly</i> in Standard English to turn <b>adjectives</b> into <b>adverbs</b></p>
Sentence	<p><b>Subordination</b> (using <i>when, if, that, because</i>) and <b>co-ordination</b> (using <i>or, and, but</i>)</p> <p>Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</p> <p><b>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</b></p>
Text	<p>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</p> <p>Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p>
Punctuation	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p> <p>Commas to separate items in a list</p> <p><b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>

## Year 2 Grammar Terminology

Noun	A word that names a person, place, thing, or condition. A noun may be the subject of a sentence or the object of a verb or preposition.	In the sentence, "Joe likes to eat popcorn at the cinema," "Joe", "popcorn" and "cinema" are nouns.
Noun phrase	A noun phrase includes a noun and the modifiers which distinguish it.  If dog is a noun, a noun phrase is a way of giving more information about the dog.	The dog on the sofa.  Uncle Eric's dog.  The excited dog...
Statement	Something stated in words.	The primary school put out a statement about their new school uniform.
Question	A sentence that asks for a reply.	Did you take my apple?  How long did it take you to get to school?
Exclamation	A single word or phrase that is said when a person has strong feelings.	"Wow!" is an exclamation that people use when they are surprised or amazed.  "Oh dear!" is an exclamation that people use when something disappoints or worries them.
Command	To order or instruct.	She commanded him to leave the building.
Compound	Compound words are made up of two or more different words to make a new one.	Police + man = policeman  Dining + table = dining-table  Hair + cut = haircut
Suffix	A letter or group of letters added to the end of a word to make a new word with a slightly different meaning.	The "ed" in wanted is a suffix.
Adjective	A word that describes or modifies a noun or pronoun.	In the sentence, "It was a hard test," the word "hard" is an adjective.

Adverb	A word that describes or modifies a verb, adjective, or other adverb. Adverbs are also used to modify a whole sentence.	In the sentence "Unfortunately, she spoke so slowly that most of the audience was very bored," the words "unfortunately," "slowly," and "very" are adverbs.
Verb	An action word. Verbs usually have different forms to express tense, voice, mood, and number.	"Read," "blew," "drives" "seemed," and "skip" are examples of verbs.
Tense (past, present)	The aspect of verbs that shows when an action takes place. Verbs can be in past, present, or future tense.	Played (past tense) Playing (present tense) To play (future tense).
Apostrophe	An apostrophe is used to show where one or more letters or numbers have been left out.  It is also used to show possession.	"Wouldn't" for "would not"  "87" for "1987"  Susan's clothes.
Comma	A comma is used to separate words, phrases, or other parts of a sentence or list, or to show a pause in speech.	"I went to the market and bought eggs, chicken, milk and cheese."