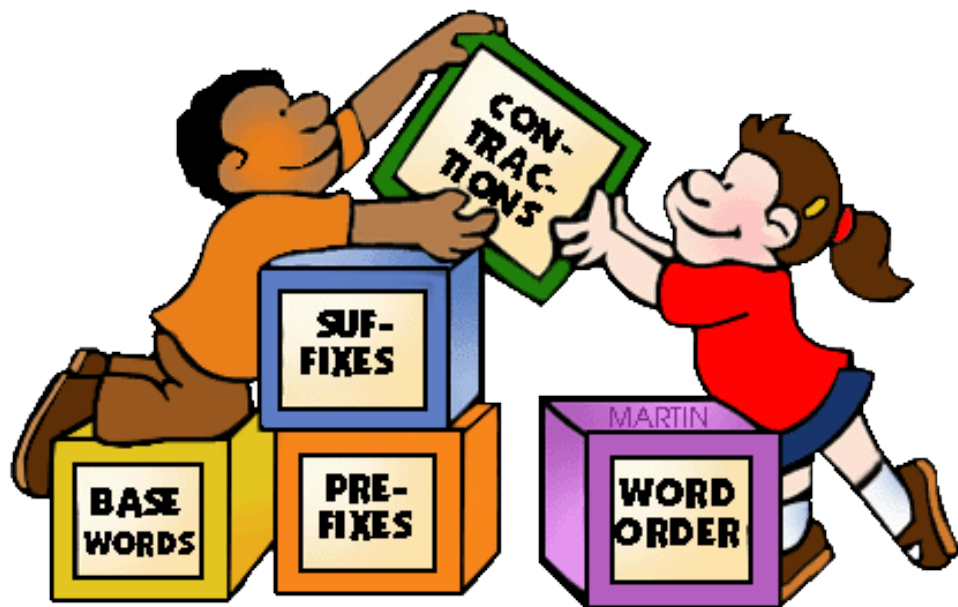


Year 2

Spelling, Punctuation and Grammar

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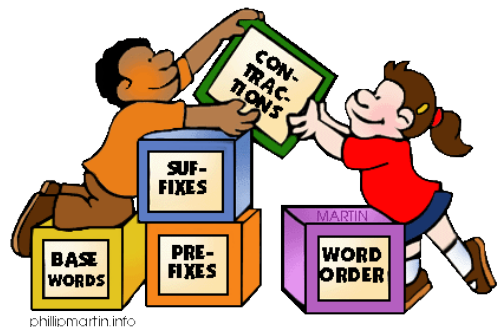
Examples of spelling, punctuation
and grammar your child will be
learning in year 2.

Year 2 Spelling, Punctuation and Grammar

Terminology to teach year 2 children:

Nouns, noun phrases, statement, question, exclamation, command, compound, adjective, verb, suffix, tense (Past and present) apostrophe and comma.

Openers - Let's get started:



Time connectives

After the football match the children had a drink.

After that they waited for their parents to pick them up.

As the children were leaving they waved to their friends.

One day the hungry caterpillar decided to look for some food.

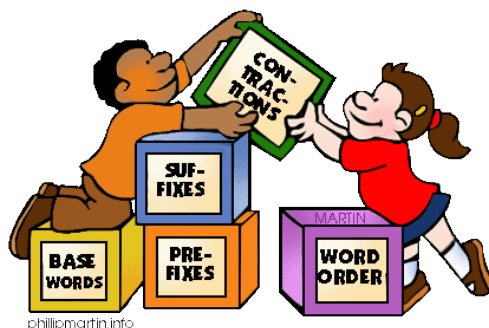
The **next morning** the boy had toast for his breakfast.

Now that is not the end of the story!

Soon it will be time for our holidays.

Until he was confident with his spelling he used a dictionary.

Then the children decided to hide from the witch.



Adverbs - 'ly' to turn adjectives into into the adverbs

He crawled **slowly** to the next leaf.

Quietly the little girl crept into the kitchen.

Quickly the hare raced around the garden.

Loudly the teacher roared at the class.

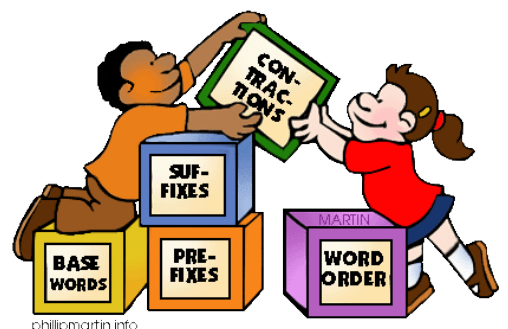
New Adverbs as openers this year:

When the whistle blows, we stop still.

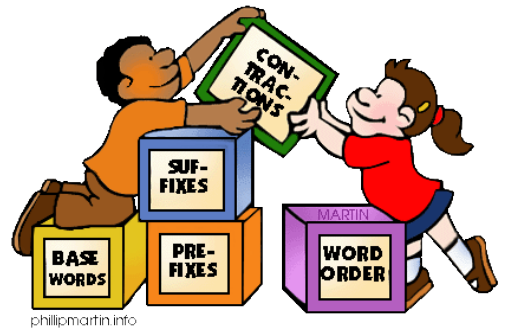
While the children are playing, green group read their books.

As soon as the teacher turned her back they began to giggle.

Afterwards the dog had a big bone.



'ly' openers



Suddenly the wolf burst out from behind the trees.

Fortunately it was not raining for their trip.

Luckily he had packed another pair of socks.

Unfortunately he missed the bus and had to wait for another hour.

Conjunctions - Let's join them together

It was hot **and** sunny today.

The boy **who** pulled the girl's hair was sorry.

The dog raced around **until** he was tired.

He was very worried **but** he did not give up.

He was so tired **because** he had been walking for so long.

The children went to the museum **then** went to the park for their lunch.

He was so angry **that** he ripped his coat.

He was walking down the road **when** the stranger jumped out.

The children were playing **where** it was quiet.

Mum said we could go to the cinema **or** the park.

We left early **so** that we could park our car.

New Learning - Subordination

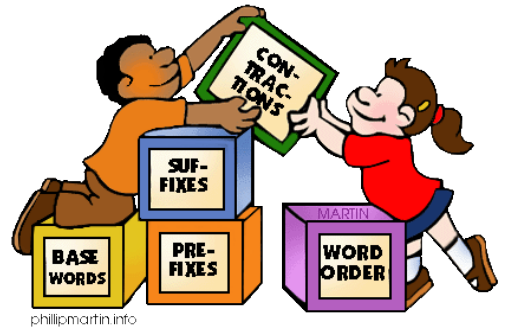
The children were playing **when** there was a loud bang!

We will go to the park **if** there is time.

The children were happy **that** they had won the prize.

I did not want to go to the park **because** it was raining.

New Learning - Coordination



My mum said we could go to the park **or** go and visit nan.

The children were happy to see their aunty **and** gave her a huge hug.

Expanded Noun Phrases

The yellow sun.

The blue car.

Sentence Purpose

You have a red dress. **(Statement)**

How are you? **(Question)**

Oh, help! **(Exclamation)**

Stir together. **(Command)**

Understanding the Language

Prepositions

I put the shoe **inside** the box.

The children played **outside** the classroom.

The children were saving the money **towards** the holiday.

The car screeched **across** the road.

The troll hid **under** the bridge.

New Learning:

The people hid **behind** the door from the birthday girl.

The birds circled **above** the clouds.

Red Riding hood skipped **along** the path.

The lion stood **before** the rest of the animals.



The dragons stood **between** the mountain and the castle.

The boys still were in shock **after** the fire.

Adverbs - ending in 'ly'.

Powerful verbs.

Adjectives to describe.

What writers do in Year 2:

New Learning:

- Plan by talking about ideas and writing notes.
- Write, review and improve.
- Organise writing in line with its purpose.
- Group related information.
- Read aloud with some intonation.

Tell it in a sentence...

Adverbs through changing adjectives to adverbs.

Descriptive lists sentence of 2. E.g. The old, brown dog.

Use of the progressive form of verbs in the present and past tense to mark actions and progress. E.g. He was drumming. She was clapping.

My Punctuation

Commas to separate items in a list.

E.g. Eggs, bacon, beans and sausage.

Commas after openers.

E.g. Suddenly the boy opened his eyes, he looked up and smiled.

Apostrophes to mark where letters are missing in spelling and to mark singular possession nouns.

Can't - (contraction)

The girl's brush. (Possession)



My Spelling

Term 1

Ensure all vowel digraphs and trigraphs from Reception are mastered.

Read, write and spell all 50 common exception words from year 1.

Learning to spell more words with contracted forms - **Don't, Can't, Won't, I've etc...**

To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

The 'j' sound spelt as 'ge' at the end of words and sometimes spelt as 'g' in words before 'e' and 'l' and 'y'.

E.g. badge, gem, giant

The 's' sound spelt before e, l and y.

E.g. Race, ice, lice,

The n sound spelt in and sometimes gn at the beginning of words.

E.g. knock, gnat, knit

The r sound spelt wr at the beginning of words.

E.g. Written, wrist, wrap

The l sound spelt le or el at the end of the words.

E.g. table, apple, camel, towel

The l or el sound spelt al at the end of words.

E.g. **Metal, pedal, canal**

Words ending il.

E.g. **pencil, fossil**



The ai sound spelt y at the end of words.

E.g. **Cry, fly, fry**

Adding es to nouns and verbs with ending in y.

E.g. **flies, tries, cries**

Term 2:

Adding ed, ing, er, est to a root word ending in y with a consonant before it.

E.g. **copied, copying, happiest, copier.**

Adding the endings ing, ed, er, est and y to words ending in e with a consonant before it.

E.g. **Hiking, nicest, hiker, shiny**

Adding ing, ed, er, est and y to words of one syllable ending in a single consonant letter after a single vowel letter.

E.g. **patting, patted, sadder, saddest**

The or sound spelt a before l and ll.

E.g. **ball, always, call, all**

The u sound spelt o.

E.g. **Mother**

The ee sound spelt ey.

E.g. **Monkey, Donkey, key**



The o sound spelt after qu or w.

E.g. **swallow, want, was**

The er sound spelt or after w.

E.g. **worm**

Term 3:

Ensure all vowel digraphs and trigraphs from reception are mastered.

My Presentation

To continue to use correct pencil grip and letter orientation.

To sit correctly and hold a pencil correctly.

To begin to form lower case letters correctly.

To form capital letters.

To form digits 0 - 9.

To understand letters that are formed in similar ways.

To form lower case letters of a consistent size and begin to join some letters.

To use spacing between words that reflects the size of the letters.

New Learning

To use a consistent, legible and personal style of handwriting.

