

Spelling, Punctuation and Grammar

This document contains the Y2 Vocabulary, Grammar and Punctuation appendix and should be used to support the planning, teaching and learning of Spelling in Year 2.

<i>Year 2: Detail of content to be introduced (statutory requirement)</i>	
Word	<p>Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>]</p> <p>Formation of adjectives using suffixes such as <i>-ful, -less</i></p> <p>(A fuller list of suffixes can be found on page Error! Bookmark not defined. in the year 2 spelling section in English Appendix 1)</p> <p>Use of the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs</p>
Sentence	<p>Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)</p> <p>Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>
Text	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense 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 sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>
Terminology for pupils	<p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>

Nouns, verbs and adjectives

- **Noun** – a noun is a word that names a person, place, thing or idea
- **Verb** – a verb is a word that shows actions. The action can be physical or mental.
- **Adjective** – an adjective is a word that is used to describe a noun (or pronoun).

table

powerful

grabbed

swept

monster

scruffy

glossy

hairless

claws

pass

The delicate, elegant tea cup sat on the wooden table.

The mischievous lemur was peeking behind the tree that was growing majestically in the jungle.

What an amazing sight!

What type of word is brave in the sentence below?

The brave mouse marched up to the lion.

Circle the **three** nouns in the sentence below.

A whale has an enormous heart that can weigh as much as a small car.

Circle the **verbs** in the sentence below.

Yesterday was the school sports day and Jo wore her new running shoes.

Expanded noun phrases

This is a noun phrase:

The moon.

To expand upon the noun you need to add adjectives.

For example:

The round, misty moon peered between the clouds in the sky.

Here are further expanded noun phrases. Have a go at expanding them.

The cat sat on the mat.

A bowl of soup.

A monster with horns.

4 types of sentences

- **Statement** – are sentences which tell you something. They end with a full stop.
- **Question** – are sentences that ask you something. They usually end with a question mark.
- **Command** – are sentences that tell you to do something. They are found in instructions but can be urgent or angry and very short.
- **Exclamation** – is a sentence beginning with ‘What’ or ‘How’. It is a full sentence, including a verb, which ends with an exclamation mark.

Exclamation Sentences

These sentences are simple to write. Simply vary the noun phrase, pronoun and verb!

What	noun phrase	pronoun	verb	!
What	large eyes	she	has	!
What	enormous teeth	it	has	!
What	a great footballer	you	are	!

How	adjective	pronoun/determiner	verb	!
How	funny	you	are	!
How	kind	you	are	!
How	wonderful	that	is	!

Conjunctions

- **Conjunctions** – links words, phrases and clauses (simply to the children – they link two ideas together)
 - Coordinating conjunctions – and, but, or
 - Subordinating conjunctions – when, if, that, because

For example:

He has two bright, golden, circular eyes that have curved, sofa eyelashes like the waves of the sea.

She has curved, glossy horns because she wants to protect herself from beasts.

Marie Curie discovered the usefulness of x-rays when she worked at the University.

Past and present tense

16

The verbs in boxes are in the present tense.

Write these verbs in the **past tense**.

One has been done for you.

visits



When my family visited the zoo,

take



I _____ photos with my new camera.

- Progressive forms of the verb may be needed e.g. She was drumming.
He is running.

Further terminology...

- **Adverb** – is a word that describes a verb, adjective or another adverb.
- **Compound word** – contains at least two root words in its morphology; e.g. whiteboard, superman.

Punctuation

- In Year 2 children are expected to:
 - use capital letters and full stops correctly most of the time.
 - have some evidence of question marks, exclamation marks and commas in lists as well.
 - They also need to use capital letters for proper nouns e.g. Monday, London, Anthony etc.
- Proof reading work is a good habit to get the children into.

Spellings

There are a vast amount of spelling rules and awareness the children need to have.

The main ones assessed in the children's writing are contractions, suffixes and common exception words (high frequency words)

- **Contractions** – combine two words into one using an apostrophe to show the letters that are missing. They are used in informal speech/writing. E.g. do not – don't, could not – couldn't
- **Suffixes** – A suffix is an 'ending', used at the end of one word to turn it into another word. Unlike root words, suffixes cannot stand on their own as a complete word.
 - Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]
 - Formation of adjectives using suffixes such as –ful, –less
 - Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs
 - Also –ed, -ing and y.
 - Rules vowel suffixes (-ed, -ing, -er, -est, -y) double the consonant, do nothing, drop the e
 - Rules for consonant suffixes (-ment, -ness, -less, -ful, ly) do nothing or change the y for an i

In the spelling paper they will test the children on the full range of spelling rules and patterns covered over the year (as this year is optional we will not be taking this paper)

Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

Spelling activities

- There are many ways you can practise spellings at home and some could be played as a game as a family.
 - Finish it
 - Identify the correct spelling
 - Shannon's game
 - Word grid
 - Quickwrite
 - Rainbow write
 - Word ladder
 - Photograph the word
 - Which word is missing
 - Pyramid writing