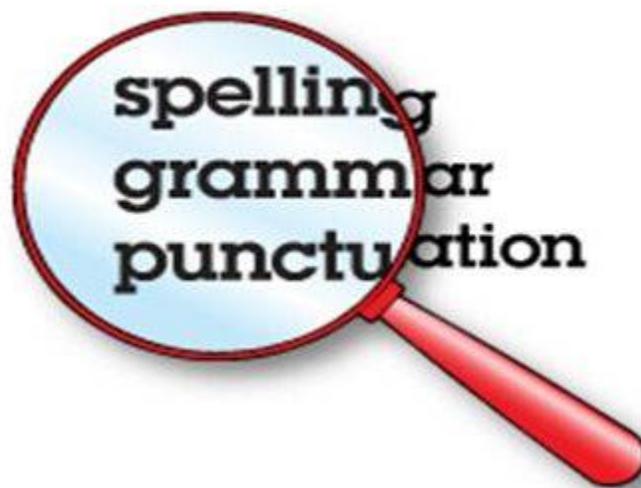


SPaG Buster!

How to help your child with spelling, punctuation and grammar in Year 2.

This leaflet will explain the key aspects of spelling, punctuation and grammar that are taught in Year 2. We hope the suggested activities will be useful when supporting your child with spelling or writing activities at home.



Year 2 Grammar and Punctuation

These are the key aspects of grammar and punctuation learning in Year 2:

Key term	Definition	Example
Questions	A question is a sentence that asks something or rhetorical questions make a point. Often starts with question words (e.g. who, what, when, why, where, how).	<i>Why did you swop the cow for magic beans?</i> Needs an answer. <i>Did you know a T-Rex and a Stegosaurus never met?</i> Is sharing a point/information.
Exclamation marks	An exclamation sentence contains a verb (doing word) and can begin with 'how' or 'what'.	<i>How cold it is today!</i> <i>What big eyes you have, Grandma!</i>
Apostrophes	Apostrophes have different uses: <ul style="list-style-type: none">• Showing the place of missing letters (e.g. I'm for I am).• Marking possession (e.g. Hannah's mother)	<i>I'm going out and I won't be long.</i> <i>Hannah's mother went to town in Justin's car.</i>
Noun Phrase	A noun phrase adds information to nouns and makes writing more interesting.	<i>The blue butterfly.</i> A noun phrase. <i>The dragon with rose-coloured scales.</i> Is an expanded noun phrase information has been added to the noun dragon.
Present Tense	An action or event that is happening now.	<i>Jamie is looking for bugs in the park.</i> This is happening now.
Past Tense	An action or event that has already taken place.	<i>Jamie looked at bugs in the park.</i> This has already happened.
Conjunction	A conjunction links two phrases. Co-ordinating conjunctions (and, but, or, so) link phrases together as an equal pair. Subordinating conjunctions (because, that, if, when) used to introduce a subordinate clause that cannot stand alone.	<i>Kylie is young but she can kick the ball hard.</i> Links two clauses as an equal pair. <i>Joe can't practice kicking because he's injured.</i> Introduces a subordinate clause. <i>Everyone watches when Kyle does back-flips.</i> Introduces a subordinate clause.

Activities to try at home:

- Encourage your child to add more information to sentences in different ways when writing stories, letters, diaries, non-fiction reports, fact files, newspaper reports or completing homework.
- Practice saying and then writing sentences, questions and exclamations.

Year 2 Spelling

In Year 2 we learn a range of spelling patterns and rules. We focus particularly on use of the correct graphemes and word endings:

Spelling Pattern/Rule	Example Words
The 'n' sound spelt 'kn' or 'gn'.	knock, know, knee gnat, gnaw
The 'r' sound spelt 'wr' at the beginning of words.	write, written, wrote, wrong, wrap
Adding 'es' to nouns and verbs ending in 'y'. The 'y' is changed to 'i' before 'es' is added.	flies, tries, replies, copies, babies, carries
Adding 'ed', 'ing', 'er' and 'est' to a root word ending in 'y' with a consonant before it. The 'y' is changed to 'i' before 'ed', 'er' and 'est' but not before 'ing' as this would result in 'ii'.	copied, copier, happier, happiest cried, replied But... copying, crying, replying <i>The only ordinary words with 'ii' are skiing, taxiing.</i>
Adding the endings 'ing', 'ed', 'er', 'est' and 'y' to words ending in 'e' with a consonant before it.	hiking, hiked, hiker nicer, nicest, shiny <i>Exception: being</i>
Adding 'ing', 'ed', 'ere', 'est' and 'y' to words of one syllable ending in a single consonant letter after a single vowel letter. The last consonant is doubled.	patting, patted, humming, hummed dropping, dropped sadder, saddest fatter, fattest, runny <i>The letter X is never doubled; mixing, mixed, boxer, skies</i>
Suffixes – 'ment', 'ness', 'ful', 'less' and 'ly'. If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. <i>Exceptions:</i> root words ending in 'y' with a consonant before it but only if the root has more than one syllable.	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily
Contractions – in contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't</i> – <i>cannot</i>). <i>It's</i> means it is (e.g. <i>it's</i> raining) or sometimes it has (e.g. <i>it's</i> been	can't, didn't, hasn't, couldn't, it's I'll

raining), but <i>it's</i> is never used for the possessive.	
Homophones and near-homophones. <i>Two different words are homophones if they sound exactly the same when pronounced.</i>	there/their/they're here/hear quite/quiet see/sea bare/bear one/won sun/son to/too/two be/bee blue/blew night/knight
Common Exception Words	See the back of your child's reading record for the list of Common Exception words children should be able to read and spell in Year 2.

Spelling activities

Playing word games such as Scrabble or Boggle and completing word puzzles such as crosswords and word searches can really help children's confidence in spelling.

Every week your child will bring home a short list of new spellings to learn. Here are some fun ways of practicing and learning spellings:

<p>Across and Down</p> <p>Write each word across and down, sharing the beginning letter.</p> <p>Example: when h e n</p>	<p>Rainbow spellings</p> <p>Can you write your spelling words using multi-colours?</p>	<p>Hangman</p> <p>Play hangman with a partner, using the words you are learning.</p>	<p>Spelling Rhymes</p> <p>Can you write words that rhyme with your spellings?</p>
	<p>Silly sentences</p> <p>Can you put your spelling words into a funny sentence?</p>	<p>Find the word</p> <p>Look to see if you can see a small word inside your word. E.g. where, friend.</p>	