

Vocabulary

Children's acquisition and command of vocabulary are key to their learning and progress across the whole curriculum.

Parents should help to develop vocabulary actively, building on children's current knowledge. Parents should help increase their child's store of words in general by talking about what has been learnt at school, through their child's interests,

discussing current affairs and by completing the home learning terms tasks together.

In doing so, children expand the vocabulary choices that are available to them when they complete independent writing.

It is vital for children's comprehension that they understand the meanings of words.

Parents can further support in enriching their child's vocabulary by regularly

listening to them read and discussing their reading and why the author has used the vocabulary and punctuation within the text- how has that impacted the story or your child as the reader?

Discussing the reading, vocabulary, punctuation and context with your child will enable them to further understand the correct use of EGPS.

"Let us make our future now, and let us make our dreams tomorrow's reality."

Malala Yousafzai

Year 2 Common Exception Words

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



**Woodland
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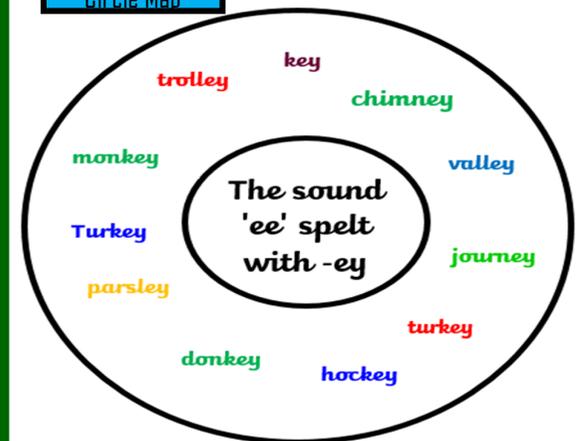
Revealing the Champion Within

Parental Guidance English, Grammar, Punctuation and Spelling Year 2

This guide has been created to support parents and carers in understanding the expectations of English, grammar, punctuation and spelling (EGPS) being taught across Year 2.

There is a list of all the common exception words that year 2 children should be able to both spell correctly and apply independently into their writing.

Circle Map



Terminology:

In year 2 your child should become familiar with the following terminology and be able to both use and apply this

terminology to their reading and writing:

- Noun/noun phrase
- Compound words
- Suffix
- Adjective
- Adverb
- Tense -past and present
- Apostrophe
- Comma
- Types of sentences: Statement; Question; Exclamation; Command

Noun : A noun is a word that identifies:

- a person (woman, boy, doctor, neighbour)
- a thing (dog, building, tree, country)
- an idea, quality, state (truth, danger, happiness).

Noun Phrase: A noun and any words in the sentence that modify it

- The **little** fish swam away quickly.

Expanded Noun Phrase: Expanded noun phrases are phrases that tell you more about the noun.

- The **shy little red** fish swam away quickly.

Compound Words: A combination of two or more words functioning as a single unit of meaning:

- Sunflower, moonlight, railroad, cowboy, football, fireworks, earth-

Suffix: Suffixes are a letter or group of letters added to the ending of words to change their meaning or function .

Adjectives: Adjectives are descriptive words that modify nouns. They

Adverbs: An adverb is a word that's used to give information about a

Punctuation and Spelling

In year 2, your child should be able to correctly use the following punctuation and independently apply this in their writing:

- Capital letters
- Full stops
- Question marks
- Exclamation marks
- Commas
- Apostrophes- letters missing in a spelling
- Apostrophe- singular possession

Capital letters and full stops

Tommy was playing football with his friend.

Sentence Type: Questions

What time is it? Are you feeling alright?

Sentence Type: Exclamatory sentences

Look at those amazing fireworks!

Commas and Apostrophe- Singular possession

In Rashid's packed was a sandwich, apple, crisps and a fruit drink.

Mr McGilly's sports day activities included the long jump, 100 meter sprint, shot put and javelin.

Apostrophe- letters missing in a spelling

I will= I'll, I would = I'd , They will = They'll

Suffixes

ness- soft-softness, fit- fitness, sick- sickness

er -teach- teacher, bright-brighter, strong-stronger

ful- wonder- wonderful, help-helpful, tear-tearful

less-spot-spotless, home- homeless, harm-harmless

est- sincere- sincerest, loud-loudest, proud-proudest

Sentence Structures:

In year 2 your child should be able to write independently using the following range of sentence structures in addition to those learnt in EYFS and year 1:

- Using subordinate clauses
- Co-ordination when using -or, and, but
- Expanded noun phrases
- Identify sentence types: statement, command, question, exclamatory statement
- Maintenance of correct tense

Subordinate Clause

To be able to use a subordinate clause when writing- when, if, that, because

E.g. Michael is hungry **because** he didn't eat all his breakfast.

Using or, and , but

E.g. I enjoyed my holiday in Paris **but** it wasn't as good as Goa. Alice fell down **and** hurt her feet.

Can I have chocolate ice-cream **or** chocolate cake please.

Sentence Type: Statements

Rainbows are beautiful to look at.

Sentence Type: Commands

Take the shopping out of the car.

Tenses- present and past

Present:

Angelina is singing beautifully.

I need help.

He doesn't live in Spain.

Past:

Angelina was singing beautifully.

I needed help.