

Year 2 – Spelling, Punctuation, Grammar and Handwriting

By the end of year 2 children should be able to...

Use joined up handwriting

Diagonal join to ascender

ch, th, ck, al, el, at, il, ill,
ok, ot, ob, ol

Diagonal join no ascender

ea, ig, dg, ng, ed, cc, eg, ic, ad, ug,
dd, ag, as, es, os, ns, ds, is, ls, ts, ks
ai, ay, ur, er, ie, ue, ee, le, ar, ur,
in, ui, ey, aw, an, ip

Horizontal join no ascender

ow, ou, oe, ve, or, oi, oy, on, op, ov
oo, oa, wa, wo, oc, og, od, va, vo

Horizontal join no ascender

wh, oh

I can consistently form lowercase and capital letters of the correct size, orientation and relationship to one another.

How can you help at home?

Practice cursive writing with your child.
Ask your class teacher for resources. We are happy to help.

Punctuation

- Use full stops, capital letters and exclamation marks to demarcate sentences.

Help! Some save us!

Whatever is the matter? How are you
feeling today? Did you know...?

- Use commas to separate items in a list.

*At the zoo I saw a lion, a tiger, an
elephant and a zebra.*

The girl cycled on her shiny, red bike.

Spelling

Spell common exception words.

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

Spell words with alternative graphemes for known phonemes including common homophones.

Apostrophes

I can use the possessive apostrophe with singular noun and spells words with contracted forms.

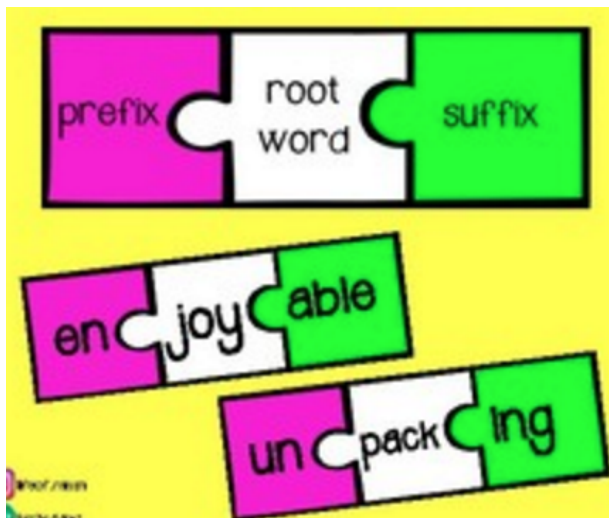
The giraffe's neck was long and winding.

I don't want to go outside.

| | | | | | |
|---|------|-----|-----|-----|-----|
| I | will | 'll | 'll | n't | n't |
| I | have | 've | 'll | n't | n't |

Prefixes and Suffixes

I can add suffixes -ed, -er, -est and -ing to words ending in y and suffixes -ment, -ness, -ful, -less and -ly to root words.



There are a lot ways in which you can help your child remember how to change a root word into a new word by adding a suffix. For example, if you add a vowel suffix to a word which only has one consonant at the end, you must double the consonant - fit + ter
Run + ning, Fun + ny
Check out *spellzone* to find out all the rules. Keep practicing!

Grammar

Use expanded noun phrases to expand and specify.

The charming Jolly Postman road a large, red bike with a loud, ringing bell.

Use subordinating conjunctions (when, if, that because) and coordinating conjunctions (or, and, but) to join clauses.

I like cats but I prefer dogs.

I will go on the slide if you go on the swings.

Use present and past tenses correctly and consistently including progressive form.

Glossary

Noun – a person, place or thing

Adjective – A describing word. Adjectives describe nouns.

Verb – An action word.

Adverb – Describe the verb.

Expanded noun phrase – Description that describes a noun and has modifiers.

Clause – A group of words containing a subject and verb.

Conjunction – A word to join ideas within the same sentence (and, so, but, or, when, if...).

Homophone – Words that sound the same but have a different meaning and spelling.