

Overview - Year 2

Grammar, Spellings and Punctuation

TERM 1	TERM 2	TERM 3
<p>Spelling:</p> <ul style="list-style-type: none"> → Revision of Phase 5 Letters and Sounds. → Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. → Learning new ways of spelling phonemes for which one or more spelling are already known. → Learn to spell common exception words (high frequency and tricky words as per Letters and Sounds) → Learning the possessive apostrophe (singular) for example, the girl's book → Add suffixes to spell longer words, including –ment, -ness, -ul,-less, -ly,er,ful → 'ge' and 'dge' at the end of words before e, i and y i.e. badge, edge, bridge, dodge. → The 's' sound spelt 'c' before e, i and y. ie, ice, race, cell, city. → The /n/ sound spelt /kn/ and less often 'gn' at the beginning of words i.e know, knock, knee, gnat → The 'r' sound spelt 'wr' at the beginning of words ie, write, written, wrong, wrap. → The 'le' spelling at the end of words i.e table, bottle, middle, little. → Words ending in –tion i.e station, fiction, motion, national, section 	<p>Spelling:</p> <ul style="list-style-type: none"> → Teach Phase 6 Letters and Sounds. → Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. → Learning new ways of spelling phonemes for which one or more spelling are already known and learn some new words with each spelling, including a few common homophones. → Learn to spell more words with contracted forms. → Learning the possessive apostrophe (singular) for example, the girl's book → Add suffixes to spell longer words, including –ment, -ness, -gul,-less, -ly. → The 'el' spelling which is used after m, n, r, s, v, w and more often than not s i.e camel, tunnel, travel, towel. → The 'al' spelling i.e medal, pedal, capital, hospital. → Words ending in –il, i.e. pencil, fossil, nostril → The 'ai' sound spelt –y at the end of words i.e. cry, fly, dry, try, reply, July → Contractions, i.e. can't, didn't hasn't, couldn't, its I'll → Learn suffixes, for example: -ed, -ing, -er, -est - to a root word ending in –y with a consonant before it → .-ed, -ing, -er, -est and –y to words ending in 'e' with a consonant before it. → .-ed, -ing, -er, -est and –y to words with one syllable ending in single consonant letter after a single vowel letter. 	<p>Spelling:</p> <ul style="list-style-type: none"> → Teach Phase 6 Letters and Sounds. → Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. → Learning new ways of spelling phonemes for which one or more spelling are already known and learn some new words with each spelling, including a few common homophones. → Distinguish between homophones and near-homophones. → Add suffixes to spell longer words, including –ment, -ness, -gul,-less, -ly. → The 'el' spelling which is used after m, n, r, s, v, w and more often than not s i.e camel, tunnel, travel, towel. → The 'al' spelling i.e medal, pedal, capital, hospital. → Words ending in –il, i.e. pencil, fossil, nostril → The 'ai' sound spelt –y at the end of words i.e. cry, fly, dry, try, reply, July → Contractions, i.e. can't, didn't hasn't, couldn't, its I'll → Learn suffixes, for example: -ed, -ing, -er, -est - to a root word ending in –y with a consonant before it → .-ed, -ing, -er, -est and –y to words ending in 'e' with a consonant before it. → .-ed, -ing, -er, -est and –y to words with one syllable ending in single consonant letter after a single vowel letter. → Spelling correctly words with 'al' an 'all' sounding

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<p>Grammar:</p> <ul style="list-style-type: none"> → Noun recognition → Verb recognition → Use of simple past and present tense → Use of adjectives → Use of adverbs → Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas (in lists), apostrophes for the possessive and for contractions, inverted commas. → Learn to use sentences with different forms: statements, questions, exclamations, commands → Use of present and past tense → Use conjunctions of co-ordination (or, and, but) → Turning adjectives into adverbs ie. Quick into quickly → Add s or es to make plurals 	<ul style="list-style-type: none"> → Spelling correctly words with ‘al’ an ‘all’ sounding (‘or) eg. All, always. → Spelling words with the sound ‘o’ that sound like ‘u’ eg mother and Monday. → The ‘i’ sound spelt –ey i.e. donkey, key → The /a/ sound after ‘w’ and ‘qu, i.e. want, quantity and squash → The sound spelt ‘or’ after ‘w’ ie. Worth. → The sound spelt ‘ar’ after ‘w’ ie. War and warm → The ‘zh’ sound i.e. television, treasure, usual <p>See appendix 1</p> <p>Grammar:</p> <ul style="list-style-type: none"> → Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas(in lists), apostrophes for the possessive and for contractions,inverted commas. → Use of simple and progressive past and present tense → Use of adjectives → Use of adverbs → Use of noun phrases → Learn to use sentences with different forms: statements, questions, exclamations, commands → Use of adjectives → Use of present and past tense → Subordination (using when, if, that or because) and co-ordination (or, and, but) → Compound words i.e whiteboard and superman → Turning adjectives into adverbs ie. Quick into quickly 	<p>(‘or) eg. All, always.</p> <ul style="list-style-type: none"> → Spelling words with the sound ‘o’ that sound like ‘u’ eg mother and Monday. → The ‘i’ sound spelt –ey i.e. donkey, key → The /a/ sound after ‘w’ and ‘qu, i.e. want, quantity and squash → The sound spelt ‘or’ after ‘w’ ie. Worth. → The sound spelt ‘ar’ after ‘w’ ie. War and warm → The ‘zh’ sound i.e. television, treasure, usual <p>See appendix 1</p> <p>Grammar:</p> <ul style="list-style-type: none"> → Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas(in lists), apostrophes for the possessive and for contractions,inverted commas. → Learn to use sentences with different forms: statements, questions, exclamations, commands → Use of adjectives → Use of present and past tense → Subordination (using when, if, that or because) and co-ordination (or, and, but) → Compound words i.e whiteboard and superman → Turning adjectives into adverbs ie. Quick into quickly → Use of progressive form of verbs in the present and past tense to mark actions in progress (for example, she is drumming, he was shouting)
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