

## Spelling

In all year groups, it is essential that the children develop an understanding of the spelling rules, as well as learning spelling patterns. By knowing the rules, the children can then apply them to new root words that they come across.

There are a variety of strategies to help children to learn how to spell words and children should be encouraged to explore a variety of different ways (guidance provided in separate booklet). Below is the Year 2 coverage of spelling patterns and rules as outlined in the new National Curriculum.

- **dge** at the end of words (after short vowel sounds) **ge** at the end of words (after all other sounds)
- **soft 'c'** (before e,i and y in words)
- **silent 'g' and 'k'**
- **silent 'w' before 'r'**
- **le** at the end of words (most common), **el** at the end of words (used after m,n,r,s,v,w), **al** at the end of words (mainly adjectives, not many nouns) and **il** (not many words end with this)
- **y** at the end of words (as in cry, try, reply)
- **adding es** to words ending in 'y' (change the 'y' to an 'i' rule such as babies, cries)
- **adding ed, ing, er, est** to words ending in 'y' (change 'y' to 'i' except for 'ing')
- **flick away the 'e'** from the end of words before adding ing, ed, est, er, and y
- **double the last consonant** before adding ing, er, est, ed and y (if there is a short vowel sound before the consonant)
- **al and all**
- **o as an 'u' sound** (other, mother)
- **ey** at the end of words
- **a as an 'o' sound** (quantity, want)
- **or after w as an 'er' sound** (word, work)
- **ar after w as an 'or' sound** (warm, war)
- **sh spelt as 's'** (as in television, usual, treasure)
- **adding suffixes ment, ness, ful, less and ly** (no change to root word if the suffix begins with a consonant)
- **Contractions** (apostrophe used to show where a letter or letters were such as didn't)
- **Possessive apostrophe** (when something belongs to someone)
- **words ending in 'tion'**
- **variety of homophones** (such as there/their)
- **common exception words and high frequency words**

# Year 2



## GPS Guidance For Parents

## Introduction

In Year 2, there is a much stronger emphasis on the core skills of spelling, punctuation and grammar. Pupils are expected to know and understand the language relating to spelling, punctuation and grammar. They are expected to show this understanding in their written work and are now tested on their knowledge of GPS at the end of Year 2.

The key focus to begin with is to make sure that children know what a sentence is. The new curriculum defines a sentence as "a group of words which are grammatically connected to each other." It is a complete thought and must make sense. Many activities include spot the sentences. Speaking the sentences out loud to hear them helps the children to identify the actual sentences and spot any missing words or punctuation. There is also an emphasis on sentence type and the punctuation associated with these. There are 4 types of sentence.

- Statement - assert facts/opinions
- Question - a sentence that could elicit an answer
- Command - an order which often leaves out the subject of the sentence
- Exclamation - statements of surprise or strong emotion

There is also a clear emphasis on basic word types that children have to know.

- Verb (action word or state of being)
- Adjective (describing word)
- Common noun (name of an object, event, place, person or thing)
- Proper noun (special name requiring capitalisation)

A lot of time is spent identifying word type in sentences and looking at their position in the sentences. A word can belong to more than one class of word and it is its position in the sentence that determines what type of word it is. For example: In the sentence '*The boy was running down the road*' the word '*running*' is a verb. However, in the sentence '*The boy ran to the shops wearing his running shoes*' the word '*running*' is an adjective as it describes the noun (shoes).

Other word types are introduced throughout the year, such as conjunctions (joining words), time connectives (words that indicate the passing of time) and adverbs (words that describe how, where and when things happen; they describe the verbs).

## Vocabulary, Grammar and Punctuation

### **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

### **Sentence**

- Subordination (using when, if, that, because) and co-ordination (using or, and, but)
- Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]
- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command

### **Text**

- Correct choice and consistent use of present tense and past tense throughout writing
- Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]

### **Punctuation**

- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Commas to separate items in a list
- Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]

### **Terminology**

noun, noun phrase

statement, question, exclamation, command

compound, suffix

adjective, adverb, verb

tense (past, present)