

## Grammar, Spelling and Punctuation Overview Year 2 (2015)

	Phonics	Spelling	Grammar and Punctuation
1A	<p>Vowels and consonants *</p> <p>Phase 6</p> <p>Additional phonics intervention for pupils who failed the Year 1 phonics Screening Test Phases 2,3,4,5 as appropriate</p> <p>Phonics Assessment</p>	<p>Phonetically plausible using taught phonemes</p> <p><b>-y</b> at the end of words eg <i>cry, fly, dry, try, reply, July</i></p> <p>The // /ð// sound spelt <b>-le</b> at the end of words eg <i>table, apple, bottle, little, middle</i></p> <p>Plurals adding s and es to words* <b>Singular, plural</b></p> <p>Adding <b>suffix -ed</b> for past tense and <b>-ing</b> for present tense*</p> <p>Irregular past tense eg <i>run/ran, see/saw, blow/blew, fly/flew, drink/drank, make/made, swim/swam</i></p> <p>Adding <b>-ing, -ed, -er, -est, -y</b> to words of one syllable ending in a single consonant letter after a single vowel letter eg <i>patting, patted, humming, hummed, sadder, saddest, fatter, fattest, runner, runny</i></p> <p>Common exception words: <i>after, fast, last, past, father, class, grass, pass, plant, path, bath, who, whole</i></p>	<p>Contractions* – eg <i>didn't, hasn't, couldn't, it's, I'll</i> <b>apostrophe*</b></p> <p>Punctuation: full stop* question mark* capital letters*</p> <p>Commas for lists, commas before conjunctions <b>Comma</b></p> <p>Sentence with different forms: <b>statement* question*</b></p> <p>Word classes: <b>noun* verb* adjective* adverb*</b></p> <p><b>Tense (past, present)</b></p> <p>Expanded <b>noun phrases</b> for description and specification eg <i>the blue butterfly, plain flour, the man in the moon</i></p> <p>Co-ordinating clauses using <i>or, and, but</i></p>
1B	<p>Phase 6</p> <p>Additional phonics intervention for pupils who failed the Year 1 phonics Screening Test Phases 2,3,4,5 as appropriate</p> <p>Phonics assessment</p>	<p>Introduce Spelling Strategies</p> <p>Adding <b>-es</b> to nouns and verbs ending in <b>-y</b> eg <i>flies, tries, replies, copies, babies, carries</i></p> <p>Adding <b>-ed, -ing, -er, -est</b> to a root word ending in <b>-y</b> eg <i>copied, copier, happier, happiest, cried, replied</i></p> <p>Adding the endings <b>-ing, -ed, -er, -est, -y</b> to words ending in <b>-e</b> with a consonant before it eg <i>hiking, hiked, hiker, nicer, nicest, shiny</i></p> <p>The // or /ð// sound spelt <b>-al</b> at the end of words eg <i>metal, pedal, capital, hospital, animal</i></p> <p>Common exception words: <i>door, floor, poor, because, find, kind, mind, behind, child, children, Christmas</i></p>	<p>Possessive apostrophe (singular nouns) eg <i>Megan's, the girl's, the child's, the man's</i></p> <p>Sentence with different forms: <b>exclamation* command</b></p> <p>Punctuation: exclamation marks, <b>apostrophe*</b></p> <p>Subordination using <i>when, if, that, because</i></p>

<p>2A</p>	<p>Phase 6</p> <p>Additional phonics intervention for phases 3/4/5 as appropriate</p> <p>Phonics Assessment</p>	<p>Spelling Strategies</p> <p>The <b>suffixes -ful, -less, -ly</b> eg <i>careful, playful, hopeless, badly</i></p> <p>Homophones and near-homophones eg <i>there/their/they're</i> <i>one/won, here/hear, quite/quiet, see/sea, bare/bear, sun/son, to/too/two, be/bee, blue/blew</i></p> <p>The /ɔ:/ sound spelt as <b>a</b> before <b>I</b> and <b>ll</b> eg <i>all, ball, call, walk, talk, always</i></p> <p>Common exception words: <i>wild, climb, most, only, both, old, cold, gold, hold, told</i></p>	<p>Word class: <b>adverb*</b></p> <p>Adverbial words and phrases</p> <p>Speech Marks</p>
<p>2B</p>	<p>Phase 6</p> <p>Additional phonics intervention for phases 3/4/5 as appropriate</p> <p>Phonics Assessment</p>	<p>Spelling Strategies</p> <p>The <b>suffixes -ment, -ness</b> eg <i>enjoyment, sadness</i></p> <p>The /r/ sound spelt <b>wr</b> at the beginning of words eg <i>write, written, wrote</i> <i>wrong, wrap</i></p> <p>The /i:/ sound spelt <b>-ey</b> eg <i>key, donkey, monkey, chimney, valley</i></p> <p>The /ɔ:/ sound spelt <b>ar</b> after <b>w</b> eg <i>war, warm, towards</i></p> <p>The /s/ sound spelt <b>c</b> before e, i, y eg <i>race, ice, cell, city, fancy</i></p> <p>Common exception words: <i>every, everybody, even, great, break, steak, pretty, beautiful</i></p>	

<p>3A</p>	<p>Phase 6</p> <p>Additional phonics intervention for phases 3/4/5 as appropriate</p>	<p>Spelling Strategies</p> <p>The /n/ sound spelt <b>kn</b> and <b>gn</b> at the beginning of words eg <i>knock, know, knee</i> <i>gnat, gnaw</i></p> <p>Homophones – <i>night/knight</i></p> <p>The /ɜ:/ sound spelt <b>or</b> after <b>w</b> eg <i>word, work, worm, world, worth</i></p> <p>The /dʒ/ sound spelt as <b>-ge</b> and <b>-dge</b> at the end of words, and sometimes <b>g</b> elsewhere in words eg <i>badge, edge, bridge, age, huge, change, giant, magic</i></p> <p>Common exception words: hour, move, prove, improve, sure, sugar, eye, could, should, would</p>	
<p>3B</p>	<p>Phase 6</p> <p>Additional phonics intervention for phases 3/4/5 as appropriate</p>	<p>Words ending in <b>il</b> eg <i>pencil, fossil, nostril</i></p> <p>The /l/ or /ɪl/ sound spelt <b>-el</b> at the end of words eg <i>camel, tunnel, squirrel, travel, towel, tinsel</i></p> <p>The 'hot' sound spelt <b>a</b> after <b>w</b> and <b>qu</b> eg <i>want, watch, wander</i> <i>quantity, squash</i></p> <p>The /ʒ/ sound spelt <b>s</b> eg <i>television, treasure, usual</i></p> <p>Words ending in <b>-tion</b> eg <i>station, fiction, motion, national, section</i></p> <p>Common exception words: any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents</p>	