

Phonics and Spelling

In Year 2 we have daily phonics lessons learning different spelling rules, but we do still continue to practise the graphemes learnt in Year 1. Please use the below link to remind yourselves of some of these. Practising these will help your reading and spelling.

There will be new lessons published so keeping looking and learning!

<https://www.youtube.com/playlist?list=PLuGr6z2H2KNGObda6B-T36vJIZYN06IOh>

Spelling lists

Week 1: the suffixes -less and -ly.

badly, hopeless, penniless, happily, lovely, joyless, slowly, quickly, careless, fearless

Week 2: contractions

can't, didn't, hasn't, couldn't, wouldn't, shouldn't, it's, I'll, wasn't, they're

100 High Frequency Words

Year 1			Year 2			
the	they	one	door	gold	plant	clothes
a	be	once	floor	hold	path	busy
do	he	ask	poor	told	bath	people
to	me	friend	because	every	hour	water
today	she	school	find	great	move	again
of	we	put	kind	break	prove	half
said	no	push	mind	steak	improve	money
says	go	pull	behind	pretty	sure	Mr
are	so	full	child	beautiful	sugar	Mrs
were	by	house	children	after	eye	parents
was	my	our	wild	fast	could	Christmas
is	here		climb	last	should	everybody
his	there		most	past	would	even
has	where		only	father	who	
I	love		both	class	whole	
you	come		old	grass	any	
your	some		cold	pass	many	

the	we	mum	get
and	can	one	just
a	are	them	now
to	up	do	came
said	had	me	oh
in	my	down	about
he	her	dad	got
I	what	big	their
of	there	when	people
it	out	it's	your
was	this	see	put
you	have	looked	could
they	went	very	house
on	be	look	old
she	like	don't	too
is	some	come	by
for	not	will	day
at	then	into	made
his	were	back	time
but	go	from	I'm
that	little	children	if
with	as	him	help
all	no	Mr	Mrs
an	saw	off	called
so	make	asked	here

Focusing on the spelling of common exception words (above) and high frequency words would also be beneficial.

(some words do appear in both sets)

Activity 1

For this activity I would like you to practise your sentence writing. You need to make sure you are using capital letters and full stops correctly within your writing, so it makes sense.

1. Start this activity by listening and taking part in this video by BBC Teach, Super Movers.

<https://www.bbc.co.uk/teach/super-movers/ks1-english-capital-letters-full-stops/zjmrhbk>

2. Now that you can remember when to use capital letters and full stops, write some sentences about the pictures below. Remember to use your neatest handwriting too.



Read my examples to help you.

Example 1: Handa is putting fruit into the basket.

Example 2: Handa is carefully putting fruit into the straw basket.

(I have used an adverb and adjective in this one to make my sentence better)

Example 3: Handa is carefully putting fruit into the straw basket so she can take them to her friend.

(I have used an adverb, adjective and a conjunction in this one to make my sentence better)

Try to challenge yourself to make your sentences interesting to read by including different types of words.

Remember:

Noun – person, place or object

Verb – doing word – action (skip, walk, grab, lift)

Adverb – describes the verb (carefully, slowly, happily, quietly)

Adjective – describing word

Conjunction – joining word (and, but, or, so, because, if, when)

Activity 2

In your first activity you were writing interesting sentences. For this activity I would like you to make your own word banks so you can use them for your writing tasks.

A thesaurus and dictionary might be useful for this task.

You can be as creative as you would like. You could:

- Make posters
- Make up songs to remind you what each word type means
- Video yourself teaching others about different word types
- Maybe you could film yourself acting out different verbs?
- Make your own word type crossword
- Include our shape codes that we use at school
- Show how they can be used in sentences



nouns

adjectives

verbs

adverbs

conjunctions

Activity 3

For this activity I would like you to practise writing descriptively. You need to make sure you write descriptively so the reader can imagine the person, place or object you are describing.

1. Start this activity by listening and taking part in this video by BBC Teach, Super Movers.

<https://www.bbc.co.uk/teach/supermovers/ks1-english-adjectives-adverbs-with-johnny-inel/znfjbdm>

2. Now that you can remember what adjectives and adverbs are, describe the setting in the picture below. Remember to make it interesting by using different types of words and use your neatest handwriting too.

You could also use:

- Similes
- Alliteration
- Onomatopoeia

(If you would rather describe a different setting then you are more than welcome).



You could complete either activity 4 or activity 5

Activity 4

For this activity I would like you to re-tell the story of Handa's Surprise. You need to make sure you remember the order of events correctly so that it makes sense.

To retell the story, you could:

- Make puppets or cut outs of the story characters (Handa, Akeyo, the animals and even pictures of the fruit and basket). You could use these to re-tell the story.
- You could create a story map.
- You could write it down.

Activity 5

For this activity I would like you to continue the story. As you will notice, it is not exactly the same as the story you have listened to, it has been changed to include more detail. So, when you continue the story you can add more detail too.

One day Handa went for a walk with a basket full to the brim with shiny, juicy fruits of all colours, shapes and sizes. After a short while, she reached a tall, leafy tree and thought she heard a noise. She looked around and heard the tall grass swaying in the breeze and felt the hot sun burning down on her. She couldn't see anything, so she shrugged her shoulders and continued on with her journey, holding the heavy basket on top of head.....

What happened next?

Can you continue the story and Handa's journey back home again? Did she see any of the animals on her way back home? What did Handa think had happened to her basket of fruit?

Reading

Continue to enjoy reading the books you have at home and the ones on the Collins website.

Below is a set of comprehension questions to go with Handa's Surprise.

Handa's surprise.

1. How many fruits did Handa put in her basket? _____
2. Where was Handa going? _____
3. What colour dress was Handa wearing? _____
4. How did Handa carry her basket? _____
5. Do you see people in our country carrying baskets this way? _____
6. What did the zebra take? _____
7. Who took the passion fruit? _____
8. Do we see these kinds of animals when we go for a walk? _____
9. Who was more surprised? _____

Draw a picture of Handa carrying her basket of fruit.