

Use punctuation correctly:
Capital letters, full stops, question marks and exclamation marks.

Say a sentence. Challenge your child to write it with the correct punctuation.

Use apostrophes for contractions (missing letters):

e.g.: don't - can't - aren't

Use suffixes:

-ness and -er to make nouns

(happy → happiness;
teacher → teacher)

-ful or -less to make adjectives

(thank → thankful;
harm → harmless)

-ly to make adverbs

(quick → quickly)

Use the progressive form of past tense:

Past progressive: was/were + verb
in present tense (was walking)

I walked. (simple past) → I was walking.
(past progressive)

Use conjunctions 'and', 'but' and 'because' to join clauses.

Create a silly story. Start off with a short sentence and pause. Take turns to carry on, using a conjunction to continue.

The morning was bright but the children were tired because...

Year 2

Grammar, Punctuation and Spelling

Create comparatives and superlatives:

Say a sentence with an adjective. Challenge your child to create a comparative by adding -er or a superlative by adding -est to the adjective:

I am happy → I am happier/happiest

Spell:

- Common Exception Words
- Words with contractions
- Words with suffixes like -ment, -less, -ful, -ly and -ness

Know the four types of sentences: statements, questions, exclamations and commands.

Say a sentence. Can your child identify what type of sentence it is?

Use past and present tense correctly, consistently.

Say a sentence in present tense. Challenge your child to change it to past tense. Try it the other way too.

We walked to the park. → We are walking to the park.

Use noun phrases.

Noun phrase - determiner + noun:

Three cows

A bus

Expanded noun phrases - determiner + adjective/s + noun:

Three brown cows

A spotty, tall bus

Use commas and 'and' to separate items in a list:

Safia had apples, bananas and a ball.

Year 2
Grammar, Punctuation,
Spelling and Handwriting

Common Exception Words:

Help your child to spell these words. They are not necessarily decodable.

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	



Year 2 Handwriting

- form lowercase letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lowercase letters
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways)
- use spacing between words that reflects the size of the letters.

Terminology in Year 2:

Noun → name of place, person or thing

Pronoun → replaces a noun

Adjective → describes a noun

Verb → doing word/action

Adverb → describes an action

Conjunction → joining words

My dog is such a gentle soul,
Although he's big it's true.
He brings the paper in his mouth.
He brings the postman too.