



OLD BEXLEY CE PRIMARY SCHOOL

Love God ♦ Love Each Other ♦ Love Learning

# Spelling, Grammar and Punctuation Year 2

Spelling is  
~~diffecolt~~  
~~challengeng~~  
hard.



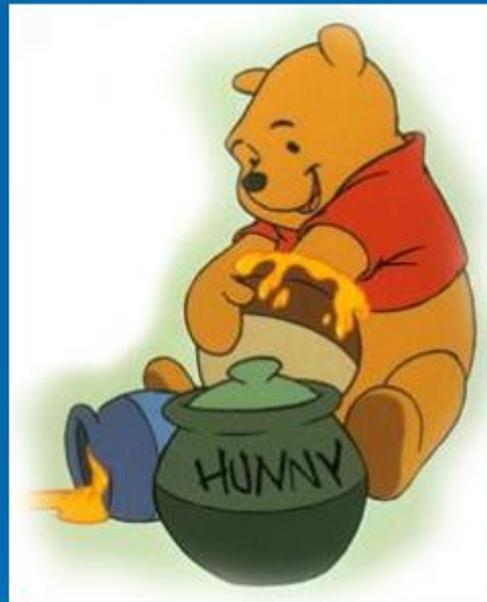
February 2020

# AIMS

- To help you understand our approach and techniques in the teaching of spelling.
- From phonics to spelling
- SPAG test
- What makes a good speller
- Strategies to help with spellings



“My spelling is wobbly. It’s good spelling, but it wobbles, and letters get in the wrong place.”



**Winnie the Pooh**

Good spelling instruction must give you the power to spell words you have never seen before

Children who struggle with spelling usually have **no strategies** up their sleeve when they get stuck on a word. Ask any weak spellers the question, 'what do you do when you cannot spell a word'. They will have, at best, one strategy. But it is most likely that they guess. To help them become better spellers they need to **acquire a range of different approaches to help them.**

*Pie Corbett*



# OLD BEXLEY

- At **Old Bexley** we use a synthetic phonics scheme called '**Letters and Sounds**' which takes pupils from Reception to year 2.
- Phase 6 is taught at the beginning of year 2 and as the pupils become more confident they then continue on a more intensive spelling programme called **No Nonsense Spelling**.



# STRATEGIES AT OLD BEXLEY

- How do we help children to become good spellers?

- **Phonics**
- **Words within words**
- **Grammatical knowledge**
- **Memory and experience**
- **Existing knowledge**
- **Synonyms**



# DEVELOPING ON FROM PHASE 5, THE CHILDREN SHOULD BE ABLE TO:

- Read words automatically
- Decode familiar words quickly and silently
- Decode unfamiliar words aloud.
- Increase fluency of the blending of words encountered for the first time in reading and accuracy of spellings.



# PHASE 6 AND NO NONSENSE SPELLING PROGRAMME

- Reinforces much of the learning from Phase 5, helps children to develop greater automaticity in reading, and begins to explore spelling rules and conventions e.g. adding -ing and -ed.
- As children move from phonetical plausible spelling of words to the more complex spelling rules children need to develop a range of strategies and confidence in order to succeed.
- They will be taught and encouraged to reflect on which strategies work best for particular words as well as them personally.
- A range of strategies for learning spellings are introduced and practised. This enables pupils to choose the strategies they find most effective for learning different words
- The focus of the No Nonsense Spelling Programme is on the teaching of spelling following on from phase 5 and 6 of Letters and Sounds; this includes patterns and rules.



# SPAG: SPELLING, PUNCTUATION AND GRAMMAR

- One aspect of being a good speller is being able to understand the word in a sentence.
- Children will now be tested on their knowledge spelling, punctuation and grammar during the KS1 SATs.
- Having an understanding of word meaning and how that affects a sentence is vital. e.g two too to
- In year 2 children are in ability sets and are taught spellings within their daily grammar lesson.



# BY THE END OF YEAR 2 CHILDREN WILL NEED TO KNOW...

## Year 2

Year 2: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	<p>Formation of <b>nouns</b> using <b>suffixes</b> such as <i>-ness</i>, <i>-er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>]</p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>-ful</i>, <i>-less</i></p> <p>(A fuller list of <b>suffixes</b> can be found on page <a href="#">57</a> in the year 2 spelling section in English Appendix 1)</p> <p>Use of the <b>suffixes</b> <i>-er</i>, <i>-est</i> in <b>adjectives</b> and the use of <i>-ly</i> in Standard English to turn adjectives into <b>adverbs</b></p>
<b>Sentence</b>	<p><b>Subordination</b> (using <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>) and <b>co-ordination</b> (using <i>or</i>, <i>and</i>, <i>but</i>)</p> <p>Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>]</p> <p><b>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</b></p>

# Year 2

## Year 2: Detail of content to be introduced (statutory requirement)

<b>Text</b>	<p>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</p> <p>Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p>
<b>Punctuation</b>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p> <p>Commas to separate items in a list</p> <p><b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>
<b>Terminology for pupils</b>	<p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>

## YEAR TWO SPELLINGS

water	king	last	baby	I'll	want	its	keep	sun	think
how	garden	before	bed	us	going	which	even	really	know
would	let's	fun	say	way	school	hat	better	please	long
home	great	window	car	door	ran	tea	hard	most	ear
bear	away	each	town	boy	cat	box	eggs	duck	yes
things	did	let	fast	work	wanted	end	ever	he's	well
everyone	or	any	much	fish	has	tell	lived	use	tree
play	who	trees	why	may	dog	sat	white	We're	food
find	can't	fell	jumped	soon	round	morning	giant	across	stop
magic	new	there's	gran	couldn't	other	green	dragon	wind	sea
fox	our	good	place	I've	been	inside	hot	thing	never
must	take	man	sleep	only	right	snow	floppy	cold	need
these	more	took	book	suddenly	animals	top	once	horse	mouse
next	shouted	didn't	girl	cried	lots	dark	miss	river	found
that's	through	again	under	because	gave	than	birds	along	narrator
something	red	after	bad	clothes	still	around	coming	fly	head
live	began	two	friends	mother	night	many	looks	over	every
small	first	thought	looking	feet	three	told	pulled	where	laughed
another	room	am	key	boat	best	gone	wished	stopped	park
rabbit	liked	plants	grow	queen	different	run	out	eyes	grandad

# SPAG TEST

- A sample of the type of questions they will be asked.



# THE SPELLING ELEMENT

## 20 spellings read out in the context of a sentence.

1. The display is on the \_\_\_\_\_.
2. Amar \_\_\_\_\_ his teddy a hug.
3. Matt ate a slice of \_\_\_\_\_.
4. Amy moved the \_\_\_\_\_.
5. My little \_\_\_\_\_ is four years old.
6. My friend has very long \_\_\_\_\_.
7. What is all the \_\_\_\_\_ about?
8. My cousin is saving up to \_\_\_\_\_ a scooter.

**Spelling 1:** The word is **wall**.

The display is on the **wall**.

The word is **wall**.

**Spelling 2:** The word is **gave**.

Amar **gave** his teddy a hug.

The word is **gave**.

**Spelling 3:** The word is **bread**.

Matt ate a slice of **bread**.

The word is **bread**.

**Spelling 4:** The word is **boxes**.

Amy moved the **boxes**.

The word is **boxes**.

**Spelling 5:** The word is **brother**.

My little **brother** is four years old.

The word is **brother**.

**Spelling 6:** The word is **hair**.

My friend has very long **hair**.

The word is **hair**.

**Spelling 7:** The word is **fuss**.

What is all the **fuss** about?

The word is **fuss**.

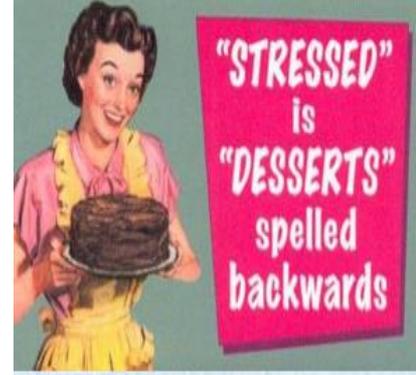
**Spelling 8:** The word is **buy**.

My cousin is saving up to **buy** a scooter.

The word is **buy**.

# GRAMMAR AND PUNCTUATION

## SENTENCES



There are 4 types of sentence.

- Statement: You emptied the dishwasher.
- Question: Did you empty the dishwasher?
- Command: Empty the dishwasher.
- Exclamation: What a marvellous empty dishwasher that is!



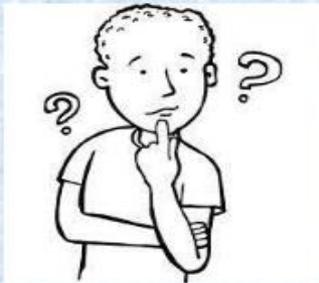
# SENTENCE TYPES SATS QUESTIONS



Draw lines to match each sentence with its correct type.

The first one has been done for you.

How terrible!	Question
Don't drop the eggs.	Exclamation
I've broken an egg.	Command
How will I get another for our breakfast?	Statement



# GRAMMAR AND PUNCTUATION

## APOSTROPHES

- Apostrophes indicate missing letters/contractions.

is not → isn't  
I will → I'll

- Apostrophes indicate possession.

The dog's bowl was full of biscuits.



Mark's dog liked biscuits.

# TRY THESE...

17

Circle the correct option in each box to complete the sentences.

Were

We're

*going on a treasure hunt.*

*Shall we start looking for*

clues

clue's

?

Robs

Rob's

*team found the treasure first.*



# GRAMMAR AND PUNCTUATION

## WORD CLASSES

- Nouns

cat, Ben, table, pencil

- Adjectives.

red, pretty, happy, annoying

- Verbs

kick, feel, run, walk, shout

- Adverbs

peacefully, slowly, quickly, carefully,  
tomorrow, today



# CORRECTING TENSES

Tick to show whether each sentence is in the **past tense** or the **present tense**.

Sentence	Past tense	Present tense
Samir enjoys cooking.		
Eva laughed at the joke.		
Poppy caught the ball.		

Rewrite the verb in the box to complete the sentence in the correct **tense**.

Emily \_\_\_\_\_ to school and met Li at the gate.

run

# YOUR TURN...

15 Why do the underlined words start with a capital letter?

King Fred had a party at Greystone Palace on Sunday afternoon.

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---

What type of word is brave in the sentence below?

The brave mouse marched up to the lion.

Tick **one**.

an adverb

an adjective

a verb

a noun

Tick one box to show where a **comma** should go in the sentence below.

Tick **one**.

Aisha found some red blue and purple beads in the box.

## KS1 TEST EXAMPLES

# HOW WE TEACH CHILDREN TO IDENTIFY SPELLING ERRORS

**There are 4 spelling errors in the text below. Circle them and write the corrections in the boxes.**

## **Think:**

- Read through for any errors which are easy to make (for example, with instead of with).
- Use your spelling rules (e.g. getting or geting; joyful or joyfull).

Before long, she could here the rumble of the train approaching the platform and the clatter of the carriages on the track. Tamsin lookt at every face, wondering wich carriage her grandmother wold come out of.



# SPELLING CORRECTIONS & EXPLANATIONS:

## Spelling Corrections & Explanations:

1. here – homophones error: confusion between here and hear
2. looked – rules error: regular past tense spelling with the suffix *ed*
3. which – common error: forgetting the *h* or spelling as *witch*
4. would – common exception word: confusion with wood. Reinforce use of a dictionary to help check.



# COMMON EXCEPTION WORD FAMILIES

- These are words where the grapheme and phoneme correspondence is rare or unique.
- In Year 2 we teach tricky words or common exception words as families.
- The children will be taught these spellings as families and are tested at the end of each half term.

Family	Family words
1	a, I, the
2	they, by, my
3	be, he, me, she, we
4	do, to, today, no, go, so
5	is, his, has, was, busy
6	here, there, where, are, were



# WHAT STRATEGIES CAN YOUR CHILD USE TO BECOME A GOOD SPELLER?

- No Nonsense Spelling programme - Teaching spelling through these 5 ways will equip children with a range of strategies to help them tackle unknown words with confidence and accuracy.



# SPELLING IS ABOUT REMEMBERING ACCURATELY AND TO DO THAT WE NEED TO USE EVERYTHING WE HAVE IN OUR LEARNING REPERTOIRE!



## **In the Ear:**

This strategy relies on the retention of their phonological knowledge gained in Reception and Year 1. As words become more complex and are unfamiliar the children must be able to hear the word to segment and spell.



## **In the Eye:**

Many children have a strong visual sense. Children need to be taught how to look at the shape of a word to see that it looks right. This is particularly important for common exception words.

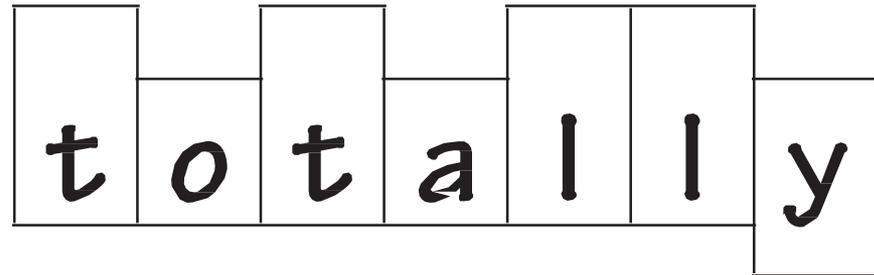


# VISUALISE THE SHAPE OF A WORD



**Drawing around the word to show the shape**

Draw around the words making a clear distinction in size where there are ascenders and descenders.



You can't use this as your main method of learning spellings, but it might work on those that are just a little more difficult to remember!



IT IS IMPORTANT CHILDREN BECOME CONFIDENT TO  
COMBINE STRATEGIES SUCH AS VISUAL AND IN THE  
MIND

Activities such as **words within words** can help with  
this:

How many words can you find in  
**grandmother?**



# HOW MANY WORDS CAN YOU FIND IN GRANDMOTHER?

Grandmother

Grandmother

Grandmother

Grandmother

grandmother

grandmother

grandmother

grandmother

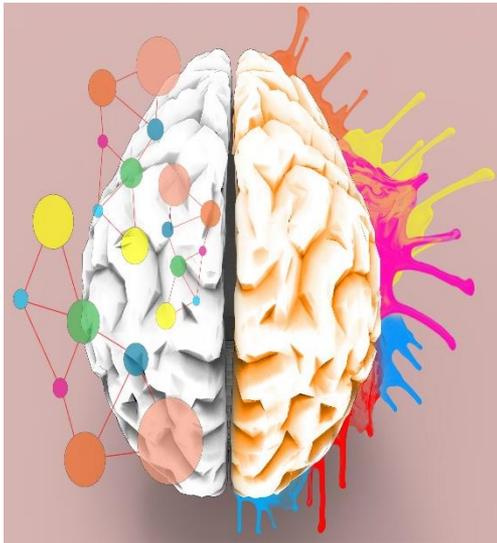




### **In the Mouth:**

We must remember that the sound of words starts somewhere... Encourage children to say the word very slowly and direct them to feel the word- Words need to be articulated as clearly as possible to avoid spelling errors.

You can also mispronounce words FEB-RU-ARY WED-NESDAY to emphasise letters that don't make a full appearance.



### **In the Mind:**

To help explain the spelling of some words it is important to discuss where a word may originate and therefore not reflect the spelling conventions e.g. ski.

Children will be taught how to look for root words and then adding suffixes and prefixes. Teaching the children segments – units of meaning will enhance chances of success to become a good speller.

Also children finding using mnemonics significantly helps to ensure spelling becomes automatic.



### **In the Hand**

The correct pencil control and joining of letters is also linked to the correct learning of spellings. The motor control of learning each joining stroke remains in their muscle memory.

# VISUAL MNEMONICS

Mnemonics is very helpful in remembering tricky words.

said **silly ants in dresses!**

Never be**lieve** a **LIE**



SEP A RAT E

**B**ig **E**lephants **C**an **A**lways **U**nderstand  
**S**mall **E**lephants = **B**ecause

You wouldn't want to **FRI** the **END** of your  
friend! = **F**riend

We went **TO GET HER** = **T**ogether

# WORDS WITHOUT VOWELS

f \_\_\_\_\_ ld

This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space.

This method of learning words forces you to think of each letter separately.

p  
py  
pyr  
pyra  
pyram  
pyrami  
pyramid



Start

Say the word out loud.



Do you know how to spell it already?



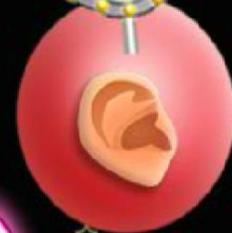
Split the word into syllables. Soundtalk each syllable and draw sound buttons.



Write down all the bits that you already know how to spell.



What is the tricky bit of the word?



Does your best guess look right?

Still not sure? Show your best guess to a friend or teacher and ask for their help.



GO FOR IT!  
Fill in your best guesses for the tricky bits.



Could anything else help?  
Spelling rules  
Similar words  
Classroom displays



Think! What do you know about the tricky bit?



Finish

# HANDOUTS

