

Current Learning in Year 2 continued...

We are beginning to introduce past, present and future tenses through fun games and songs. It is ok to correct your child in their writing or speech by parroting back their sentence using the correct tense. For example:



Child: 'I rided a horse today.'

Adult: 'That sounds fun, you **rode** a horse.'

Top Tips for Engaging your Child at Home...

- **Set a timer** for no more than 20 minutes, your child will then know exactly how much time they have to focus and that it is not an endless activity.
- **Say your expectation** for writing. For example, 'We are going to write for 15 minutes and I am expecting 6 interesting sentences.'
- **Stay positive** - this can be really challenging but the results are rewarding. 'Well done I can see you are...' 'I am so proud that you...' 'Great! You've written the first word.' 'I am really excited to read your learning.' 'Can I help you?' 'It's ok we can work together.'
- **Bite-sized learning is best.** A drip, drip feed effect with learning at home is much more effective than sitting down for hours on end. Use songs, games, websites and the outside world to make learning engaging.

Next Session:

Friday 10th February 2:15-3pm



Spelling, Punctuation and Grammar

Session 1



Bernards Heath
— Infant & Nursery School —

Year 2 Expectations

At Bernards Heath Infant and Nursery School we believe that every child is unique. Therefore the pace at which they learn and apply their spelling, grammar and punctuation is different. Below you can see the Government's expectations for children's writing by the **Summer of Year 2**.

Interim teacher assessment framework at the end of key stage 1 - writing

Working towards the expected standard

The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:

- demarcating some sentences with capital letters and full stops
- segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly
- spelling some common exception words*
- forming lower-case letters in the correct direction, starting and finishing in the right place
- forming lower-case letters of the correct size relative to one another in some of the writing
- using spacing between words.

Working at the expected standard

The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:

- demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks
- using sentences with different forms in their writing (statements, questions, exclamations and commands)
- using some expanded noun phrases to describe and specify
- using present and past tense mostly correctly and consistently
- using co-ordination (or / and / but) and some subordination (when / if / that / because)
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- spelling many common exception words*
- spelling some words with contracted forms*
- adding suffixes to spell some words correctly in their writing e.g. *-ment, -ness, -ful, -less, -ly**
- using the diagonal and horizontal strokes needed to join letters in some of their writing
- writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- using spacing between words that reflects the size of the letters.

Working at greater depth within the expected standard

The pupil can write for different purposes, after discussion with the teacher:

- using the full range of punctuation taught at key stage 1 mostly correctly
- spelling most common exception words*
- spelling most words with contracted forms*
- adding suffixes to spell most words correctly in their writing, e.g. *-ment, -ness, -ful, -less, -ly**
- using the diagonal and horizontal strokes needed to join letters in most of their writing.

Current Learning in Year 2



Ninja Apostrophe is also known as a contracting apostrophe. We say it's a bit of a meany and kicks letters out of the way. For example:

do not - don't

Monty MINE Apostrophe is also known as a possessive apostrophe. This apostrophe is rather greedy and he likes to let everyone know what belongs to him.

Otto's jumper is beside the chair.



This half term we have been focusing on creative writing. Using adverbs enhances the meaning of a verb. For example:

The superhero flew **quickly** through the air to catch the nasty baddie.