



**Supporting your child at
home**

Punctuation and Grammar

Year 2

By the end of year 2, most children should understand:

- What **nouns, verbs, adjectives** and **adverbs** are
- **Subordination** (when, if, that, because)
- **Coordination** (and, or, but)
- How to expand **noun phrases** for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)
- How the grammatical patterns in a sentence indicate its function as a **statement, question, exclamation** or **command**.
- How to make the correct choice of **present** or **past tense**
- The use of the **progressive** form of verbs in the **present** and **past tense** to mark actions in progress (e.g. she is drumming, he was shouting)
- The use of **capital letters, full stops, question marks** and **exclamation marks** to demarcate sentences. Commas to separate items in a list.
- The use of **apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name)

Words for pupils: *noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present) apostrophe, comma*

Activities to do with your child:

Perfect punctuation:

Write a short piece of text with full stops in the wrong place. Read it through together. Does it sound right? Alter it by reading through and listening to hear when the sentence is complete. Correct accordingly.

Punctuation spotter:

Print of a piece of text from a book, magazine or internet. Go through this, highlighting all of the capital letters and full stops. Make a chart to record. Discuss: "When do we use capital letter?" Do the same with question marks, exclamation marks, verbs or adjectives.

Sentence frames- nouns, verbs, adjectives, adverbs:

Use this to help develop your child's understanding of more complex sentences.

<u>Determiner</u>	<u>Adjective</u>	<u>Noun</u>	<u>Verb</u>	<u>Adverb</u>
The	black	rat	looked	carefully.
An	old	duck	swam	slowly.
Some	smart	rings	shone	brightly.

Finish the sentence:

Give your child some sentence stems and conjunctions. E.g. *The dog ran over the road (when/ because/next, etc.)*

Your child should create appropriate endings. Discuss. Do all the endings work? Could they work with different conjunctions? Does the meaning change according to the conjunction being used?

Stretchy sentences: Can you stretch these sentences?

To make them longer, you need to add more information.

E.g. The boy went to the park.

The *happy, young* boy went to *play with his friends* at the *huge, exciting* park.

The *tall, brown-haired* boy was *fed up* so he went to the park to *play with his friends* on the *fantastic, big climbing* frame.

1	The fox had a tail.
2	The sea was calm.
3	The bat was squeaking.
4	We went on the slide.
5	The hedgehog has spikes.
6	I had an ice-cream.
7	An owl was flying.
8	The bully pushed me.
9	At night time it is dark.
10	We played all day.

because
as
when
so
in order to
which



The driver crashed into the house.

Why?

The driver crashed into the house because of the thick fog.

When?

The driver crashed into the house when he was on his way to work.

because
as
when
so
in order to
which



The cat fell asleep.

Why?

When?

because
as
when
so
in order to
which



The mice needed a torch.

Why?

When?

because
as
when
so
in order to
which



Super squirrel decided it was time for action.

Why?

When?

Try some of these online activities to support your child's learning:

- Punctuating sentence: http://www.bbc.co.uk/bitesize/ks1/literacy/using_punctuation/play/
- Joining words: http://www.bbc.co.uk/bitesize/ks1/literacy/joining_words/play/
- Making sentences: http://www.bbc.co.uk/bitesize/ks1/literacy/making_sentences/play/