



*St. Teresa's Catholic
Primary School*

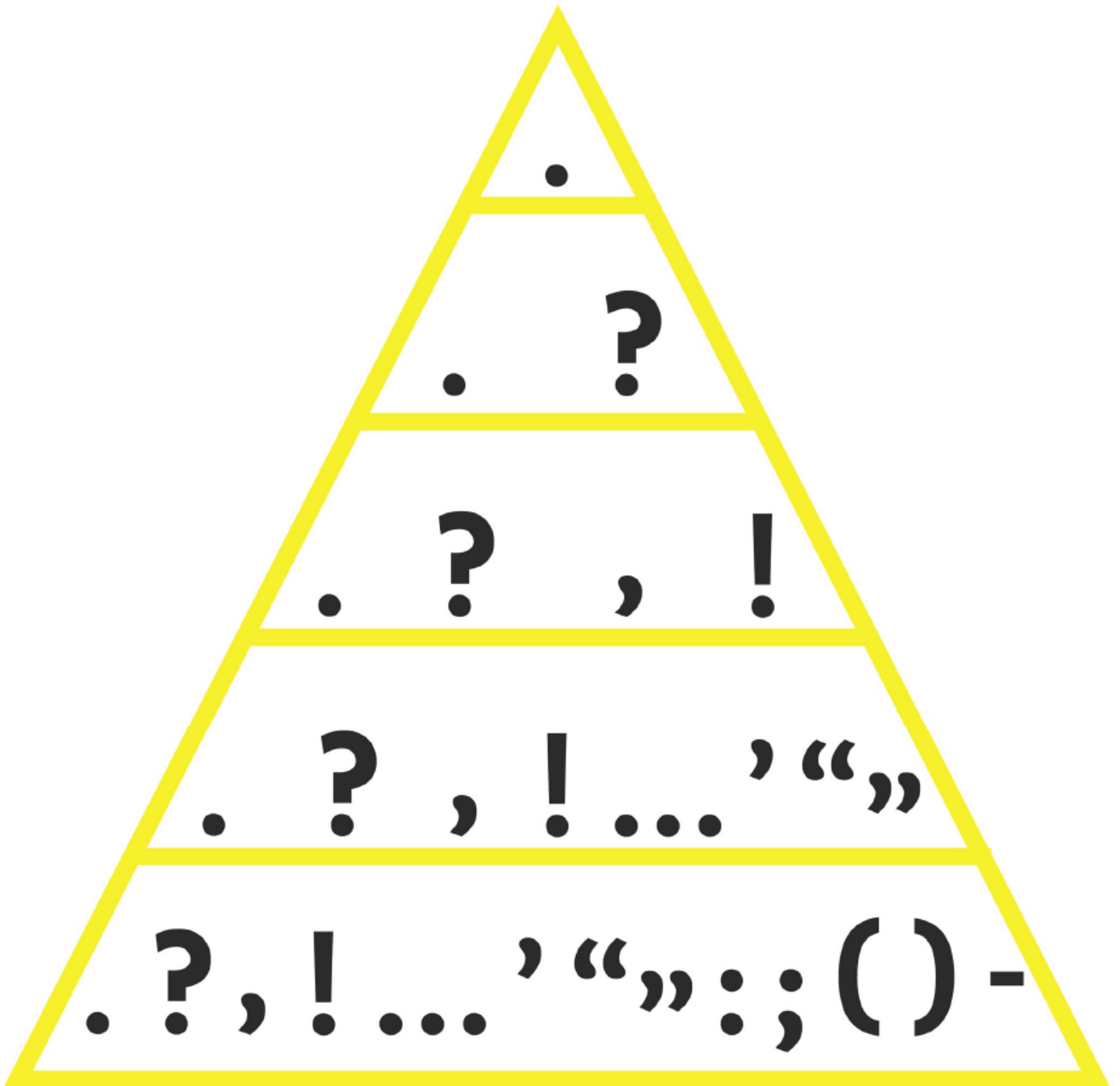


*Year 2 Parents Meeting
'How to help your child
with SPAG'*

Punctuation

<i>The full stop</i>	.	<i>This is used at the end of a sentence.</i>
<i>The question mark</i>	?	<i>This is used at the end of a question.</i>
<i>Commas</i>	,	<i>These are used to separate sentences to stop them from getting too long. They can also be used in lists.</i>
<i>Exclamation marks</i>	!	<i>These are usually used to show that someone is shouting, angry or to really make a point.</i>
<i>Semi Colons</i>	;	<i>These are used when you are making two short similar points. He loves cooking; he can't get enough of recipes.</i>
<i>Colons</i>	:	<i>These are used to provide more information. She was a great writer: she worked so hard with her characters.</i>
<i>Inverted Commas</i>	“ ”	<i>These are used around speech when a character in a story is talking.</i>
<i>Ellipses</i>	...	<i>We use ellipses to build suspense.</i>
<i>Brackets</i>	()	<i>These add extra information for the reader.</i>
<i>Hyphens</i>	-	<i>These are used to separate sentences.</i>
<i>Apostrophes</i>	'	<i>There are two kinds—possession (the girl's coat) and to show a missing letter (can't)</i>

The Punctuation Pyramid



Year 2 Grammar Glossary

Grammar Term	What Does It Mean?
noun	A naming word used to name a person, place or thing.
noun phrase	A word or group of words in a phrase that acts like a noun e.g. Lilly wore a beautiful red dress. The groups of words, 'a beautiful red dress', is a phrase and functions as a noun in the sentence.
suffix	A suffix is added to the end of a word to make a new word e.g. hope + suffix ful = hopeful, hope + suffix less = hopeless.
compound	A compound word is a word created by two smaller words being joined together e.g. lip + stick = lipstick.
statement	Describes an event, a sentence that tells the reader something e.g. Daniel watched the television.
command	A command gives an instruction or tells someone to do something. Commands usually begin with an imperative verb e.g. Go and brush your teeth!
question	A question is used to find out information e.g. Why is your bedroom so messy?
verb	A verb is an action word; they describe what someone is doing e.g. Jessica shouted.
comma	A comma separates units of meaning in a sentence, e.g. Lana bought some apples, grapes, oranges, peaches and plums for her fruit bowl.
adjective	An adjective is a word that describes a noun, e.g. there was a huge, hairy spider in the bathroom.
adverb	An adverb tells you where, why or how much something is done e.g. Jessica shouted loudly.
tense	A tense is the form of a verb that shows the time when an action takes place, e.g. past, present or future.
apostrophe	Apostrophes are used to show possession e.g. This is Robert's car. They are also used to show that letters are missing e.g. in a contraction: I am – I'm, you are – you're.
exclamation	A sudden cry or remark to show surprise, strong emotion, or pain.

Further Guidance and Spelling Rules Which May Be Covered In Year 2



ge' or 'dge'?

Children may work on learning spellings of words ending in 'ge' and 'dge', e.g edge, lodge and breakage, understanding that the letter 'j' is never used to end the spelling of a word.

We use 'dge' after a short vowel sound but 'ge' after any other sound.

At other points within the word, a letter 'g' is used before letters y, i or e, such as gem and magic. A 'j' is used before u, o or a, such as join and adjust.

's' or 'c'?

A 'c' is used before letters y, i or e, in words such as cell and fancy.

kn / gn / wr

Your child may work on learning spellings which begin with these letters, such as gnome and knit.

'-el' or '-le'?

In year 2, children may work on words ending in 'le', such as little or stable, understanding that '-el' is less common but used after the following letters: w, v, r, n, m and s, e.g travel, fennel and trowel.

In addition to this, children may learn how to spell words ending in 'al' and 'il', such as animal, carnival and pencil, so not to confuse with words ending in 'el' and 'le'.

words ending in '-tion'

Children may learn this spelling pattern in year 2.

words ending in 'y'

To prevent children from misspelling the ending with an 'i', children may be taught that 'y' is the most common ending for this sound, e.g reply and fly.

adding '-es'

When adding '-es' to verbs and nouns ending in '-y', children may be taught that the 'y' becomes an 'i' before the '-es' is added, e.g hurry – hurries and berry – berries.

the possessive apostrophe

When saying something belongs to someone else we add an apostrophe to show belonging, e.g the teacher's apple or the cat's toy. This may be taught in Year 2.

adding '-ing', '-er', '-est' and '-ed'

If the word ends in 'y' (with a consonant before it), such as 'carry', we change the 'y' for a 'i' then add the ending, e.g carried, carrier or happiest. The exception is with '-ing' as we keep the 'y' and do not change it to 'i'. Exceptions to this rule include taxiing and skiing.

We use 'dge' after a short vowel sound but 'ge' after any other sound.

At other points within the word, a letter 'g' is used before letters y, i or e, such as gem and magic. A 'j' is used before u, o or a, such as join and adjust.

adding '-ing', '-er', '-est', '-ed' and '-y'

Adding the above to words ending in 'e' (with a consonant before it) means that we must remove the 'e' and add the chosen ending, e.g take – taking and pose – posed. An exception to this rule is the word 'being'.

If adding the endings listed above to one syllable words ending in a consonant but preceded by a vowel, we must double the last consonant first, e.g pat – patting and hum – hummed. An exception to this rule is that the letter 'x' must never be doubled, e.g mix – mixing (no double x).

adding '-s' to words ending in '-ey'

This is a nice simple rule! To turn any word ending in 'ey' into its plural form, just add 's', for example, valley – valleys.

using 'a'

Your child may be taught that the most common letter after 'w' and 'qu' is 'a'. They may learn the exceptions such as: worm, word and worth.

adding the suffixes –ness, -ful, -ment, -ly and –less

The general rule is that if a suffix ends in a consonant, like the above, you can add it to most words without having to do anything, e.g useful, likeness, priceless, quickly and payment. The main exceptions occur when the word ends in 'y', with a consonant before it and the word containing more than one syllable, e.g happiness.

contractions (shortened forms)

These are words such as we'll, they've and haven't which contain an apostrophe. The apostrophe stands in for missing letters, for example, we'll is the shortened form of 'we will', missing out the second 'w' and 'i' and replacing with the apostrophe.

A very common error is putting in an apostrophe where it isn't needed, e.g using it's to indicate something belongs to 'it' when in fact it means it is or it has.