

TEXT FOCUS: EXPLANATIONS

Parents: This half term, we will be focusing on explanation texts. Can your child tell you what it means to *explain* something? Can they remember the animal groups we learnt in Science this year? For this unit of work we are going to think about lifecycles and how we can use these to help us to *explain* how living things change, grow and reproduce.

Activity: Read the two model texts (attached). Identify the common features to write a toolkit (sometimes called success criteria) for writing an explanation text.

Extension: Draw a story map and/or box up one of those explanation texts to show your families what we do in class! Perhaps draw it in chalk outside and retell it in the sunshine!

Parents: Check features using this (not exhaustive) list: Heading/subheadings (can be questions) - introduction - paragraphs - punctuation - conclusion/closing paragraph to summarise the text - time conjunctions - diagrams/captions - *sometimes* has a 'Did you know?' box.

GRAMMAR FOCUS: ADDING -ES

Parents: This has been taught already but will be a recap. When changing a noun from a singular to a plural - from just the one to more than one - we know that we *usually* add -s, e.g. pot/pots. BUT: when a word ends in -y and we want to add a suffix, we follow this rule: *take off the y, make it an i, then we can add our suffix!* In this case: -es.

Word List: babies - carries - cherries - cities - copies - duties - flies - hurries - jellies - ladies - lollies - lorries - parties - puppies - replies - skies - stories - tries - worries - spies

Activity: List as many singular nouns as you can think of that end in -y. Draw a picture if you like! Now - think about what would happen to those words if you needed more than one of each. In a different coloured pen/pencil, write the -es plural version beside each word.

Year 2 English Activities Summer 1: Week 1



DAILY OPPORTUNITIES

Children would be expected to work on these opportunities daily, either in school time or at home. Please use these as your starting point as these are the basic building blocks for the rest of the English curriculum.

Read every day for around 20mins - you don't have to read the whole book all in one go! Ask your child questions as you go along and remember that the expectation of reading stamina will vary! → Don't forget: search the quiz on AR and quiz when you can! Log in here: <https://ukhosted84.renlearn.co.uk/2231238/>

Go over any unknown sounds or key words - these are all in the middle pages of their reading diaries.

Practise letter formation and handwriting - use the words in the middle of the reading diary for guidance, or any topic words they find.

SPELLING FOCUS: /ɔ:/ - the 'or' sound, spelled as 'a' before 'l' and 'll'

Parents: The /ɔ:/ sound ('or') is usually spelled as 'a' before 'l' and 'll'. For this spelling of the /ɔ:/ sound there is always an 'a' which makes the sound followed by an 'l' or a double 'll'. The /ɔ:/ sound can be at any place in the word. We'd start by showing the children a range of pictures or words with the sound in and ask them to find the common sound that they all share. There is a lot of speaking out loud in our spelling sessions, so children link what the words sound like with what they look like. You could start by giving them 3 or 4 of the words from the list below and see if they can think of any more.

Word List: all - almighty - almost - already - also - altogether - always - ball - beanstalk - call - fall - hall - small - stalk - talk - tall - walk - wall

Activity 1: Write as many words as you can think of with this sound in! Illustrate if you like!

Optional oral activity: Invent a rhyming string using 2 or more words from the word list, e.g.: When I walk I like to talk, But if I hold a ball I might fall!