

## GRAMMAR FOCUS: ADD SUFFIXES -ing/-ed/-er/-est/-y

Parents: Root word: a word that is complete on its own, e.g. pat, listen, happy. Suffix: a group of letters added to the end of a word to slightly change the meaning. The -e at the end of the root word is dropped before -ing, -ed, -er, -est, -y or any other suffix beginning with a vowel letter is added - exception: be/being. Remember: not every suffix will fit onto every word.

### Word list

root cons + -e	-ed	-ing	-er	-est	-y
hike	hiked	hiking	hiker		shiny
shine	shined	shining	shiner		
hope	hoped	hoping			
write		writing	writer		
drive		driving	driver		
take		taking	taker		
nice			nicer	nicest	

**Activity:** Parent to read words from the list to the left, plus one of the suffixes - children to write the root word and practise adding the suffixes. Can children recognise when the suffix doesn't make sense with the word? What does each word mean when the suffixes are added?

## TEXT FOCUS: EXPLANATIONS

Parents: Last week, we looked at model texts and created a toolkit (keep this to use throughout this unit). In school, we teach children to write to a text type using Talk 4 Writing, which emphasises oral literacy and encourages children to say sentences aloud before starting to write. Your children will know what a story map is - they are well-versed with this concept! I'd suggest reading the text along with my story map model before showing it to your child to get your head around it... although they may well help you make sense of it! This is my favourite part of the process as the children love learning a text to retell it. Have fun!

**Activity:** Look at the model story map about the life cycle of a moth. Use the story map to invent actions - I've drawn those that we'd use in class! - and learn to retell the text using the actions and the story map to support. Practise and perform the text to a family member or send us a video!

**Extension activity:** Research facts about moths for your own 'Did you know?' sentences.

## 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** - 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 is dependent on their ability/concentration!

→ 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.

## Year 2 English Activities



Summer 1: Week 2

## SPELLING FOCUS: /i:/ sound spelled -ey, as in key, donkey

**Parents:** The plural of these words is formed by the addition of -s, e.g. donkeys, monkeys.

**Word List:** abbey - alley - barley - donkey - chimney - chutney - curtsey - key hockey - honey - jockey - parsley - kidney - money - monkey - trolley - turkey - valley

**Activity:** Adult dictates the following sentences for children to write:

When I met the Queen I did a curtsey. / My dad made chutney which he sold for money. Smoke came out of the chimney and went along the alley. / Mum puts parsley in my dinner

Then make up their own sentences using the words on the list.