

GRAMMAR FOCUS: ADDING SUFFIXES TO 1 SYLLABLE WORDS

Parents: This week we are looking at words ending in a consonant, i.e. any letter that is not a vowel (a/e/i/o/u). A suffix is a word ending that adds on to a root word to slightly change the meaning. Not every suffix will fit onto every word! This week, children will learn that the final consonant in one syllable words doubles before adding the suffixes -ing, -ed, -er, -est and -y to keep the vowel 'short' sounding - the exception to this rule is that in words ending with an 'x' the 'x' is not doubled.

Word list

root	-ed	-ing	-er	-est	-y
pat	patted	patting	patter		
hum	hummed	humming			
drop	dropped	dropping	dropper		
sad			sadder	saddest	
fat			fatter	fattest	
run		running	runner		runny
fit	fitted	fitting	fitter	fittest	
skip	skipped	skipping	skipper		skippy

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, doubling the consonant where appropriate. Can children recognise when the suffix doesn't make sense with the word? Can you discuss what each word means when the suffixes are added?

TEXT FOCUS: EXPLANATIONS

Parents: Now we have looked at model texts, learnt a model text to digest vocabulary and written some sentences around a structured template, we are going to research and write an extended piece of writing. Children can include as much detail as they like - they set their own challenge based on how confident they are with the text type. This should be independent so please try to avoid structuring this for them!

Activity: For our independent writing, we are going to write about the lifecycle of humans. What could the title be? Refer to the toolkit and previous learning for ideas on what to include and how to structure their writing. Use the internet/books at home to learn about the human lifecycle. Write a plan for your text.

Extension activity: Create a story map to support them with their writing.

Year 2 English Activities

Summer 1: Week 4



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.

SPELLING FOCUS: the /ɜ:/ sound spelled 'or' after 'w'

Parents: There are not many of these words, so once the pattern is learnt, it can be applied to many new words.

Word List: anchor - artwork - author - doctor - donor - error - homework - mirror - motor - razor - sailor - visitor - word - work - world - worm - worse - worship - worst - worth

Activity 1: Use the worm jumble sheet (attached) to unscramble the words and rewrite them.

Activity 2: Play 'what am I?' - describe an item from the word list to your child and get them to write it down. Feel free to swap, so they are quizzing you! This helps to embed understanding.