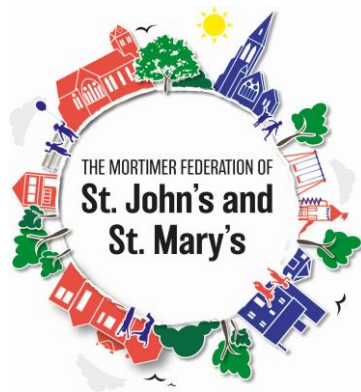


The Mortimer Federation of St. John's and St. Mary's



**Helping your child
achieve in Grammar,
Punctuation,
Vocabulary and
Spelling**

A booklet for parents

Year 1 and Year 2 Grammar, Punctuation, Vocabulary and Spelling

At the end of Year 2, there will be tests to assess the children's knowledge and understanding of the English curriculum. As part of this assessment, the children are expected to answer questions relating to grammar, punctuation, vocabulary and spelling. The following guidance will help you to support your child's learning. It is important that the children know, understand and use the correct terminology to describe sentences and parts of sentences. They also need to know the correct names of words; see the examples below. All of the following will be taught at school. However, you can support your child at home by reinforcing and discussing the terminology when hearing your child read.

<u>Year 1 Terminology and definitions</u>	<u>Year 2 Terminology and definitions (in addition to the Year 1 column)</u>
letter	noun phrase - <i>a noun phrase is a phrase with a noun as its head, e.g. some foxes, foxes with bushy tails</i>
capital letter	command - <i>Be my friend.</i>
word	statement - <i>You are my friend.</i>
singular – <i>one of something e.g. a book</i>	question - <i>Are you my friend?</i>
plural – <i>more than one of something e.g. some books</i>	exclamation - <i>What a good friend you are!</i>
sentence - <i>a sentence is a group of words which are grammatically connected to each other</i>	Subordination - <i>this is the process of connecting two sentences or parts of a sentence together to show that one part is more important than the other, using the words: when, if, that, because. For example: I will tie my shoe laces because I'm going outside.</i>
Compound words - <i>a compound word contains at least two root words e.g. foot ball-football</i>	Coordination - <i>this is placed between words, phrases, clauses, or sentences of equal rank, e.g. and, but, or. For example: They will go to the park and the beach.</i>
full stop - .	Comma - ,
question mark - ?	homophone – <i>words that sound the same but mean something different e.g. rose is a flower, rose is also the past tense of rise</i>
exclamation mark - !	suffix – (see under Year 1 column). In Year 2, more complex suffixes are introduced e.g. <i>happiness</i> – <i>suffix is 'ness'</i>
prefix – <i>a prefix is added at the beginning of a word in order to turn it into another word e.g. unhappy – prefix is 'un'</i>	adverb - <i>can modify a verb, an adjective, another adverb or even a whole clause e.g. quickly is an adverb.</i>
suffix - <i>is an 'ending' used at the end of one word to turn it into another word. e.g. ed, ing, er Suffixes can be added to verbs where no change is needed in the spelling of the root words e.g. helping, helped, helper</i>	tense e.g. <i>past tense – swam, present continuous tense – I am swimming</i>

plural noun suffix – <i>this has a suffix (–s or –es) and means more than one e.g. dog-dogs, wish-wishes</i>	apostrophe - <i>apostrophes have two completely different uses:</i> • <i>showing the place of missing letters (e.g. I’m for I am)</i> • <i>marking possessives (e.g. Hannah’s mother).</i>
Root word- <i>this is a basic word with no prefix or suffix added to it. By adding prefixes and suffixes to a root word we can change its meaning. For example, care; hurt; help; delight.</i>	
noun - <i>naming words e.g. Paris, John</i>	
adjective – <i>describing word e.g. sparkling</i>	
verb - <i>doing word e.g. jumping</i>	

Year 1: Grammar, Punctuation, Vocabulary and Spelling

By the end of Year 1 the children learn the following:

- How words can combine to make sentences
- How to join words and clauses using ‘and’
- How to sequence sentences to form short narratives
- How to separate words with spaces
- How to use capital letters, full stops, question marks and exclamation marks to punctuate sentences
- How to use capital letters for names of people, places, days of the week and for the personal pronoun *I*
- The definition of: noun, verb and adjective (see table above)

Year 1: Spelling

In Year 1, children will learn the following:

- How to spell most of the Year 1 common exception words (see the list of words in your child’s reading record)
- How to split words into syllables e.g. playing – 2 syllables: play ing
- How to add –er and –est suffixes to words and how this changes the meaning eg: big-bigger-biggest
- how to spell words with a particular patterns, applying their phonic knowledge of digraphs (2 letter sounds) and trigraphs (3 letter sounds). (Please see the Phonics booklet for more guidance).

Year 2: Grammar, Punctuation and Vocabulary

In Year 2, children will continue to apply their knowledge of Year 1 grammar, punctuation and vocabulary and learn how to:

- Form nouns using suffixes such as -ness, -er.
- Form adjectives using suffixes such as -ful, -less.
- Using suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest.
- Use subordination (using when, if, that, because) and co-ordination (using or, and, but).
- Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon.
- Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.
- Use present and past tense mostly correctly and consistently.
- Use the progressive form of verbs in the present tense to mark actions in progress e.g. she is drumming, he was shouting.
- Use capital letters and full stops correctly in his/her writing with some use of question marks and exclamation marks.
- Use commas to separate items in a list.
- Understand the following terminology; noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past/present) apostrophe, comma.

Year 2: Spelling

In Year 2, children will continue to apply their knowledge of Year 1 spelling and learn how to:

- Segment spoken words into phonemes and representing these by graphemes.
- Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling.
- Spell most of the 64 common exception words (see the list of words in your child's reading record; also available on link below).
- Spell words with contracted forms for e.g. I'm (I am), I'll (I will), wasn't (was not), didn't (did not).
- Learn the possessive apostrophe (singular) eg the girl's book.
- Distinguish between homophones and near-homophones eg there/their/they're, here/hear, see/sea, bare/bear, one/won.
- Add suffixes to spell longer words correctly, including -ment, -ness, -ful, -less, -ly.
- Write from memory simple sentences dictated by the teacher that include common exception words and the correct punctuation.

Please follow this link for statutory required spelling rules (Appendix 1):

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf