



Key Vocabulary

Coordinating conjunctions	Words that join phrases or clauses together such as: and, but, or.
Subordinating conjunctions	Words that join clauses together such as: when, if, that, because
Subordinate clause	A subordinate clause relies on the main clause in order to make sense.
Statement	A sentence that claims something as truth.
Command	A sentence type that tells you do something. The sentence usually starts with a verb.
Exclamation	A sentence that usually begins with 'How' or 'What' to show surprise or shock. It ends with an exclamation mark
Question	A sentence that asks something, it ends with a question mark.
Tense	The tense tells the reader whether the sentence is in the past, present or future.
Adjective	A word that describes a noun.
Adverb	A word that adds more detail to the verbs or adjectives.
Commas for lists	Punctuation mark $\rightarrow , \rightarrow$ used to show separation between listed nouns or adjectives.
Apostrophe	Punctuation mark $\rightarrow ' \rightarrow$ used to show contracted words. Also used to show possession of a noun.



Commas for lists
Commas are used to separate single items in a list.
Please buy cheese, milk and juice.
Commas are also used to list adjectives before a noun.
She found a dusty, old book.



Apostrophes for possession
Possessive apostrophes are used when a noun belongs to another noun.
That is Sophie's pen.
The dog chased the neighbour's cat.



Exclamations
Exclamations show shock or surprise.
How awful!
What a brilliant show!

Commands
Commands tell you to do something.
Cut the sandwich into quarters.
Go upstairs!

Tenses – look at the verbs
Past tense:
The cat looked outside.
Past progressive tense:
The cat was looking outside.
Present tense:
The cat looks outside.
Present progressive tense:
The cat is looking outside.



Questions
Questions ask something.
When is dinner?
Can you speak French?



Subordinate clauses
A subordinate clause usually starts with a subordinating conjunction - **when, if, that, because.** It is added to the main clause to complete the sentence.
If I could fly, I would go to space.
I want to be a pilot when I grow up.
Sophie didn't play football on Tuesday because she broke her leg.
This is the girl that won the race.



Why are we learning this?	Why is it important?
To know how to write fluently.	So we understand how to make our writing clear, interesting and accurate.

Spelling Patterns

At the end of words, the /j/ phoneme is spelt **-dge** after short vowel phonemes and **-ge** after long vowel phonemes.

Example words: **badge, edge, fudge, change, huge, age**



The /j/ phoneme is spelt with the letter **g** at the beginning or in the middle of some words.

Example words: **gem, giant, magic, energy**



The /s/ phoneme can be spelt with the letter **c** if it is before e, i and y.

Example words: **race, ice, city, fancy**



The /igh/ sound can be spelt with the letter **y** at the end of words.

Example words: **fry, spy, reply, July**

The /l/ phoneme can be spelt four additional ways at the ends of words. These are **-le, -el, -al and -il**.

Example words: **incredible, single, bottle, camel, channel, capital, spiral, pencil, April**

The /or/ phoneme is spelt with the letter **a** before ll or l.

Example words: **ball, wall, walk, always**



The /ee/ phoneme is sometimes spelt as **'ey'** at the end of words.

Example words: **monkey, chimney, valleys, journey**



The /o/ phoneme is usually spelt **'a'** after w and qu.

Example words: **watch, want, swap, squash, quantity, quad**



The /ur/ phoneme is usually spelt **'or'** after w.

Example words: **worm, work, world, worth**



The /or/ phoneme is usually spelt **'ar'** after w.

Example words: **war, warm, award, towards**



The /zh/ phoneme is spelt with an **'s'** in some words.

Example words: **treasure, usual, vision, measure**



The sound **'shun'** is spelt **'tion'** at the end of some words.

Example words: **station, motion, fiction, caution**



Key Vocabulary

Contractions	A contraction is a word made by shortening and combining two words. For example: didn't
Vowels	The letters a, e, i, o and u.
Consonants	The letters that are not vowels, for example: b, c, d, f, g, h, j...
Short vowel phoneme	The short vowel phonemes are /a/ /e/ /i/ /o/ /u/
Long vowel phoneme	The long vowel phonemes are /ai/ /ee/ /igh/ /oa/ /oo/ /ue/ /oi/ /ow/ /er/ /aw/ /ear/ /ure/
Root word	A root word is the main part of the word that has a meaning on its own.
Prefix	A prefix comes before the root word, it can change the word's meaning or word class.
Suffix	A suffix comes after the root word, it can change the word's meaning, tense or word class.
Common exception words	Words that do not follow spelling rules you have learnt. These are whole words you need to try to remember.
Homophones	Two or more words that have the same pronunciation but different meanings or spellings.
Near homophones	Two or more words that have nearly the same pronunciation but different meanings or spellings.

Why are we learning this?

To know spelling patterns and rules.
 To know how to spell the Year 2 common exception words.
 To have a strategy to spell unfamiliar words.

Why is it important?

So our writing can be read and understood.

Suffixes

When adding 'es' to words ending in 'y', you change the y to an 'i'.

Example words: **babies, ladies, stories, spies, flies**

When adding **-ed, -er, -est** and **-ing** without any changes, the root word will have a long vowel sound or two or more consonants side by side at the end.

Example words: **rained, cheering, starter, jumping, tallest**

When adding **-ed, -er** and **-est** to a root word ending in 'y', you change the y to an 'i' then add **-ed, -er** or **-est**.

Example words: **cried, copier, replied, happiest**

When adding **-ed, -er, -est** and **-ing** to a root word ending in 'e', remove the 'e' then add **-ed, -er, -est** or **-ing**.

Example words: **liked, waving, dancer, glued, bravest**

When adding **-ed, -er, -est** and **-ing** to a root word with a short vowel sound and one consonant letter at the end, double the consonant then add **-ed, -er, -est** or **-ing**

Example words: **wrapped, humming, runner, saddest**

The suffix **-ment** can be added to a root word to change a verb into a noun.

Example words: **government, enjoyment, amusement, excitement**

The suffix **-ness** can be added to a root word to change an adjective into a noun.

Example words: **happiness, sadness, kindness, darkness**

The suffix **-ful** can be added to a root word to make it an adjective.

Example words: **playful, hopeful, careful, graceful**

The suffix **-less** can be added to a root word to make it an adjective.

Example words: **hopeless, fearless, penniless, colourless**

The suffix **-ly** can be added to a root word to change it to an adverb.

Example words: **happily, slowly, carefully, sleepily, rarely, monthly, usually**

Compound words are two words that join together to make a new word.

Example words: **playground, football, rainbow, bedroom**



Homophones and near homophones

there	their	they're
to	too	two
hear	here	
sea	see	
be	bee	
bare	bear	
one	won	
sun	son	
quite	quiet	
knight	night	
would	wood	



Contractions

I am	→	I'm
I will	→	I'll
they will	→	they'll
they are	→	they're
you will	→	you'll
you are	→	you're
cannot	→	can't
have not	→	haven't
did not	→	didn't
will not	→	won't
could not	→	couldn't
it is	→	it's

Common Exception Words

door floor poor because find kind mind
 behind child children wild climb most only
 both old cold gold hold told every great
 break steak pretty beautiful after fast last
 past father class grass pass plant path bath
 hour move prove improve sure sugar eye
 could should would who whole any many
 clothes busy people water again half
 money Mr Mrs parents Christmas
 everybody even

