

Reading and Writing

Reading

- Read every day with your child at home.

Questions to ask:

Can you look at the pictures and predict what you think will happen in this book?

What characters do you think might be in our story?

Can you remember the title?

What was your favourite part of the story?

If you could change one thing in the story, what would it be?

Can you retell the story in order?

Why did you like this book?

What do you think will happen next?

What can you tell me about the story so far?

Can you predict how the story will end?

Challenge: Create a book report based on a book you have read recently.

Active learn

<https://www.activelearnprimary.co.uk>

On the front of your child's home learning pack is their active learn log in. Children can access a wide range of books to read and comprehension style questions on the website.



Writing

1. Creative writing task. Write a plan for your own creative story. Think about the characters and the setting of your story.

Your writing prompt is...

**How did this pirate get stuck
on a deserted island?**



2. Write a postcard or a post a letter to a family member.
3. Read a traditional fairy tale and change the ending. Write the full story and include your new ending.

What would happen if Cinderella's slipper didn't fit or Snow White decided not to bite the poisonous apple?

4. Write sentences using the Year 2 spellings from the list provided. Ensure you are using full stops and capital letters.
Can you write sentences using question marks or exclamation marks?
5. Create an information poster about your favourite animal. Research your chosen animal and write interesting facts clearly. Try and display your work in an eye-catching way.

A note for parents: For writing a child in Year 2 needs to be able to do everything in the box below, this has been taken from the Year 2 framework. This could be helpful if you wish to give your child feedback and look at ways improve their writing.

Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

Spelling and Grammar

Write a **statement** about the picture.



Look carefully at these homophones. Match the picture to the correct spelling.

sea

see



Tick either past or present tense for this sentence.

I am looking at you.

☐ past tense ☐ present tense

Write a new word by adding the suffix **-ed** to the root word...

cry

Remember you may have to make a change.



Add a comma to the sentence.

There are pink green and blue candles.



Oops, Mr Whoops has spelt these common exception words backwards! Write them correctly, four times each, to help him.

yna _____

roop _____

tsaf _____



Write a **command** about the picture.

And an **exclamation** (starting with 'What' or 'How').



Look carefully at these homophones. Match the picture to the correct spelling.

be

bee



blue

blew



Tick either past or present tense for these sentences.

They all went for a walk.

☐ past tense ☐ present tense

My sister is staying at home.

☐ past tense ☐ present tense

Write two new words by adding the suffixes **-er** and **-est** to the root word...

shiny

Remember you may have to make a change.



Add commas to the sentence.

They had cats dogs fish birds and rabbits at grandma's.



Oops, Mr Whoops has spelt these common exception words backwards! Write them correctly, four times each, to help him.

ynam _____

htab _____

ruoh _____

ssap _____



a

Write a **question** about the picture.





b

Look carefully at these homophones. Match the picture to the correct spelling.

be

bee

c

Tick either past or present tense for this sentence.

They all went for a walk.


☐ past tense ☐ present tense

d

Write two new words by adding these suffixes **-ing** to the root word...

bake


Remember you may have to make a change.



e

Add a comma to the sentence.

They had cats dogs and fish.




f

Oops, Mr Whoops has spelt these common exception words backwards! Write them correctly, four times each, to help him.

dlog _____


ylno _____

roolf _____



a

Write a **statement**, a **question** and a **command** about this picture.





b



Look carefully at these homophones. Match the picture to the correct spelling.

night

knight

Write the correct spellings:

c

Tick either past or present tense for these sentences.

I am looking at the plane outside.

☐ past tense ☐ present tense

I was reading to a friend.

☐ past tense ☐ present tense


He's eating an ice-cream.

☐ past tense ☐ present tense

d

Write three new words by adding these suffixes **-ed**, **-ing** and **-er** to the root word...

cry




e

Add commas to these sentences.

There are pink green yellow and blue candles.

Myla Liam Ned Chelsea and Zayan had birthdays in July.



f

Oops, Mr Whoops has spelt these common exception words backwards! Write them correctly, four times each, to help him.

flah _____

eye _____

niaga _____

ssap _____

evorp _____

