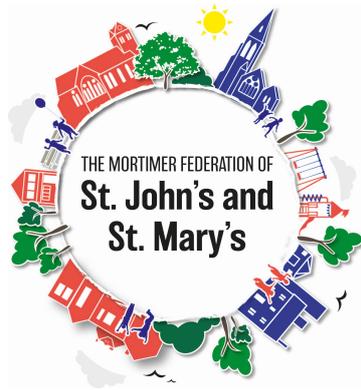


The Mortimer Federation of St. John's and St. Mary's



**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.

Statutory Requirements (bold):

Year 1 Terminology and definitions	Year 2 Terminology and definitions
letter	noun - <i>naming words e.g. Paris, John</i>
capital 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>
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>	command - <i>Be my friend.</i>
punctuation	compound - <i>a compound word contains at least two root words e.g. foot ball-football</i>
full stop	adjective – <i>describing word e.g. sparkling</i>
question mark	verb - <i>doing word e.g. jumping</i>
exclamation mark	suffix - <i>a suffix is an 'ending', used at the end of one word to turn it into another word e.g. happiness – suffix is 'ness'</i>
prefix – <i>a prefix is added at the beginning of a word in order to turn it into another word eg 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>
	tense <i>e.g. past tense – swam, present continuous tense – I am swimming</i>
	apostrophe - <i>apostrophes have two completely different uses:</i> <ul style="list-style-type: none"> • <i>showing the place of missing letters (e.g. I'm for I am)</i> • <i>marking possessives (e.g. Hannah's</i>

	<i>mother).</i>
	comma
	homophone – <i>e.g. rose- flower, rose – past tense of rise</i>

Year 1: Grammar, Punctuation, Vocabulary and Spelling

By the end of Year 1 the children will need to understand the following.

Plural Noun Suffix

A plural noun normally has a suffix (*-s* or *-es*) and means more than one *e.g. dog-dogs, wish-wishes*

Suffix

A suffix 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*

Prefix

A prefix is added to the beginning of a word in order to turn it into another word. The prefix '**un**' changes the meaning of verbs and adjectives *e.g. kind, unkind.*

They should know:

- 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, *e.g. Paris*, and for the personal pronoun I
- What nouns, verbs and adjectives are

Helping your child with Spelling. Your child needs to know:

- The names of the letters
- How to split words into syllables *e.g. playing – 2 syllables: play ing*
- How to add *-er* and *-est* to words and how this changes the meaning *eg: big-bigger-biggest*

Year 2: Grammar, Punctuation, Vocabulary and Spelling

By the end of Year 2 the children will need to understand the following.

Suffix

Adding –ness, -er, -ful, -less to adjectives. There may be some change to the root word *eg. The root work in these examples is happy - happy, happier, happiness.*

Use of suffixes –er, -est in adjectives and use of –ly to turn adjectives into adverbs *e.g. happily*

Compound Words

Joining two words together to make one word *eg. foot ball = football*

They should understand:

- What nouns, verbs, adjectives and adverbs are
- Subordination – using... *when, if, that, because*
- Coordination – using...*or, and, but*
- How to expand noun phrases for description and specification *e.g. the blue butterfly, plain flour, the man in the moon.*
- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command (see terminology for definition)
- How to make the correct choice of present tense and past tense.
- The use of the progressive form of verbs in the present and past tense to mark actions in progress; *e.g. she is drumming; he was shouting.*
- The use of capital letters, full stops, question marks and exclamation marks to punctuate sentences.
- Commas to separate items in a list *e.g. I went to the shops and bought sweets, chocolate, milk break and a newspaper.* Commas are also used to separate clauses in a sentence *e.g. Having had lunch, we went back to work.*
- The use of apostrophes to mark where letters are missing in spelling *e.g. contractions...can't, didn't, hasn't* and to mark singular possession in nouns. *e.g. the girl's name.*

Helping your child with Spelling. Your child needs to know:

- When to add 'es' to nouns (when words end with ch', 'sh', 's', 'ss', 'x' or 'z')
- That the 'y' is changed to 'i' before *es* is added.
- When to add *-ing, -ed, -er, est* and *y*.
- Words ending with *-ey*, for plurals add 's' *e.g. monkeys*
- How to spell common homophones *e.g. rose (flower) rose (past tense of rise)* and near-homophones, and know their meaning *e.g. there, their, they're*

