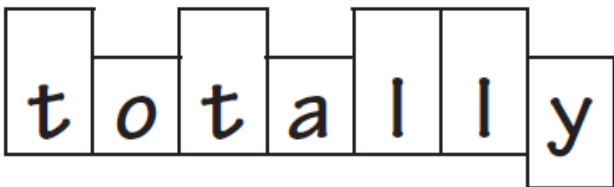





*Parents' Guide to  
Vocabulary, Grammar  
and Punctuation at  
The Bythams Primary  
School*

*Year 2*

These are a range of spelling strategies to support the learning of spellings at home.

<p><b>Look, say, cover, write, check</b></p>	<p>This is probably the most common strategy used to learn spellings.</p> <p><b>Look:</b> first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail.</p> <p><b>Say:</b> say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.</p> <p><b>Cover:</b> cover the word.</p> <p><b>Write:</b> write the word from memory, saying the word as you do so.</p> <p><b>Check:</b> Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>
<p><b>Trace, copy and replicate (and then check)</b></p>	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory.</p> <p>Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly.</p> <p>If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p>
<p><b>Segmentation strategy</b></p>	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>
<p><b>Quickwrite</b></p>	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint.</p> <p>Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme.</p> <p>This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>
<p><b>Drawing around the word to show the shape</b></p>	<p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p> 

<p><b>Drawing an image around the word</b></p>	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p>  <p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p>
<p><b>Words without vowels</b></p>	<p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word <i>field</i>:</p> <p style="text-align: center;">f _____ ld</p>
<p><b>Pyramid words</b></p>	<p>This method of learning words forces you to think of each letter separately.</p> <p style="text-align: center;">       p        py        pyr        pyra        pyram        pyrami        pyramid     </p> <p>You can then reverse the process so that you end up with a diamond.</p>
<p><b>Other strategies</b></p>	<p>Other methods can include:</p> <ul style="list-style-type: none"> <li>• Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on.</li> <li>• Making up memorable 'silly sentences' containing the word</li> <li>• Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word</li> <li>• Clapping and counting to identify the syllables in a word.</li> </ul>

## Year 2

# Vocabulary, Grammar and Punctuation Terminology

### Noun

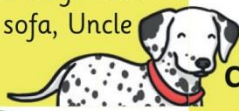
A word that names a person, place, thing, or condition. A noun may be the subject of a sentence or the object of a verb or preposition.

In the sentence, 'Ayan likes to eat popcorn at the cinema,' 'Ayan' 'popcorn,' and 'cinema' are nouns.

### Noun Phrase

A noun phrase includes a noun and the modifiers which distinguish it.

If 'dog' is a noun, a noun phrase is a way of giving more information about the dog: That dog, the dog on the sofa, Uncle Eric's dog.



### Statement

Something stated in words.

The primary school have changed the school uniform so that everybody wears red jumpers.

### Apostrophe

An apostrophe is used to show where one or more letters or numbers have been left out. 'Wouldn't' for 'would not' and '87' for '1987' use apostrophes this way. It is also used to show possession. 'Susan's clothes' and 'Charlie's bike' use apostrophes this way.

### Question

A sentence that asks for a reply.

- Did you take my apple?
- How long did it take you to get to school?
- What did you get for your birthday?



### Exclamation

A sentence to express strong feelings. They begin with 'What' or 'How' and end with an exclamation mark.

'What a dangerous mountain to climb!'

'How hot it is today!'

### Compound

Compound words are made up of two or more different words to make a new one:

police + man = policeman  
play + ground = playground  
hair + cut = haircut

### Suffix

A letter or group of letters added to the end of a word to make a new word with a slightly different meaning. The 'ed' in 'wanted' is a suffix.



### Command

To order or instruct.

'Leave the building now.'

### Adjective

A word that describes or modifies a noun or pronoun. In the sentence, 'It was a hard test,' the word 'hard' is an adjective.

### Adverb

A word that describes or modifies a verb, adjective, or other adverb. Adverbs are also used to modify a whole sentence.

In the sentence 'Unfortunately, she spoke so slowly that most of the audience was very bored,' the words 'unfortunately,' 'slowly,' and 'very' are adverbs.

### Verb

An action word. Verbs usually have different forms to express tense, voice, mood, and number.

'Read,' 'blew,' 'drives,' 'seemed,' and 'skip' are examples of verbs.

### Tense

The aspect of verbs that shows when an action takes place. Verbs can be in past, present, or future tense: Played (past tense), playing (present tense) and to play (future tense).

### Comma

A comma is used to separate words, phrases or other parts of a sentence. It can also be used in a list or to show a pause in speech: "I went to the market and bought eggs, chicken, milk and cheese."