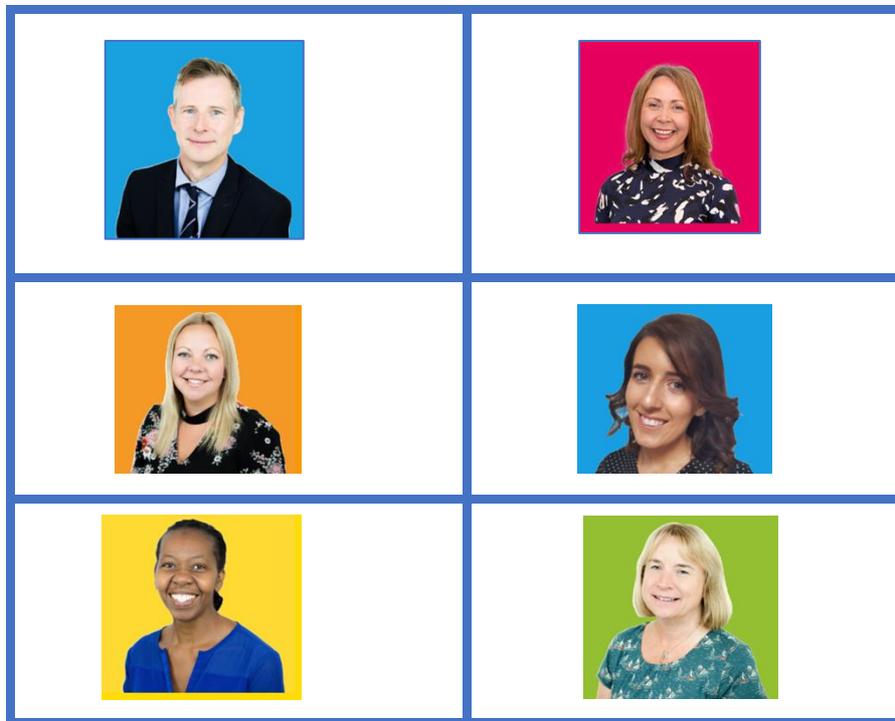


Home Learning Support Counts

Year 2



At **Literacy Counts**, we have put together materials to support parents and teachers to continue learning at home. We are committed to supporting and helping you in the event of longer-term closures. Look out for weekly emails and support documents with some exciting activities to support your children from Reception all the way through to Year 6.



The **Literacy Counts** team

Content Counts

Home Learning Timetable Counts

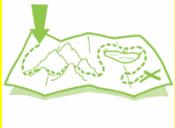
A) Sentence Activity Counts

B) Reading Activity Counts

C) Writing Activity Counts

D) Spelling Activity Counts

Home Learning Timetable Counts

	Before 9am	9.00-10.00	10.00-11.00	11.00-12.00	Lunch	1.00-2.00	2.00-3.00	Bedtime
Monday	<p>Wake up! Have a wash and get dressed, make your bed, brush your teeth and eat your breakfast.</p>	 <p>English time! Read your reading book, use the Literacy Counts free resources to play phonics or spelling games www.literacycounts.co.uk, write or tell a story.</p>	 <p>Fresh air time! Go for a walk, play in the garden, take the dog for a walk, ride your bike. Rainy day activities – yoga, orienteering around the house, treasure hunt.</p>	 <p>Number time! Practise your number bonds, times tables, play number games. https://home.oxfordowl.co.uk/school-closure-resources/?region=uk</p>	<p>Lunchtime! Tidy up after your lunch, clean all surfaces and wash your hands.</p>	 <p>Craft and creative time! Build something with Lego, paint, draw, dance, bake, code, make a map, create a new game.</p>	 <p>Topic time! Complete an activity based on your current topic, create a fact-file, research your local area.</p>	 <p>Story time! Read your favourite bedtime story or try a new one. Keep checking our social media for our recommendations! @literacycounts1 Instagram.com/literacycountsconsult</p>
Tuesday								
Wednesday								
Thursday								
Friday								

A) Sentence Activity Counts

Sentence Starter Activity

To make children's writing more exciting, it is important for children to use different ways of starting their stories.



©Marc Martin

Write sentences using this picture and the different sentence starters below.

One Stormy
night

In the
choppy Sea

Later that
evening

When the
sun set

Eventually

e.g. One stormy night a terrible storm whipped the sea wildly.

Don't forget to share with Literacy Counts on  &  @LiteracyCounts1/. Prizes to be won!

Conjunction Activity

Conjunction – a word used to connect ideas or extend a sentence.

Children in Year 2 need to demonstrate that they can extend simple sentences using a range of conjunctions.

Use a picture from a book you love.

Can you write sentences using the conjunctions below?

but	because	so	and
------------	----------------	-----------	------------

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Tense Activity

Sometimes we change words to the past tense by adding an 'ed' to the end of it (e.g. 'walk' or 'walking' becomes 'walked'). However, sometimes we actually change the word itself.

Have a go at putting these words in the correct columns and then writing them in a sentence.

Can you sort the words (verbs) below into past and present tense?

walk	sung	win	caught
catch	eat	wrote	went
ran	go	won	ate
sing	walked	run	write

Past	Present

Apostrophes Activity

Apostrophes can be used to show 'possession' (something belonging to someone/something) e.g. the Gruffalo's poisonous wart.

Can you write these sentences, putting an apostrophe in the correct place?

Peach crayons wrapper is missing.

Georges Marvellous Medicine makes his grandma grow as tall as a house.

The whales tail has a snail on it.

The Tiger had tea in Sophies house.

This is Charlie Cooks favourite book.

The mouses tail is long and pink.

Jacks beanstalk grew above the trees.

Try writing three sentences of your own using an apostrophe.

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B) Reading Activity Counts

Book Review

Reread one of your favourite books at home and then write a book review.

Name of the book

Author

What is the book about?

What's your favourite part?

Who would you recommend this book to?

Think About a Picture

Illustrations in books also tell a story. Using an illustration, ask children three questions and make sure they really study it. Think about the characters. What are they like? What would they say if you met them? How would they behave? How do you know this?

- What do you know?
- What do you think?
- What questions do you have?



©Andrea Beaty

What do you know?

The girl has blonde hair.

What do you think?

She has broken her tennis racket.

What questions do you have?

Why is she getting things out of the bin?

Comparing Stories

Read two stories and talk about what is the same and what is different. Are there any parts of the story that are the same? Setting, characters, how they behave etc.

A Venn diagram consisting of two overlapping circles. The top circle is labeled 'Story 2' and the bottom circle is labeled 'Story 1'. Both circles are filled with vertical lines, providing a grid for writing notes. The overlapping area in the center is also filled with vertical lines.

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Word Collection

Collect words from the books you read that describe:

- A character's feelings
- A character's appearance (what they look like)
- A character's actions

Feelings

Appearance

Actions

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C)Writing Activity Counts

Character Description

Write a description of your favourite character from a book.

What do they look like?

What are they like?

How do they move?

What are they good at?

What might they say?

Remember to include capital letters and full stops. Can you think of any good adjectives to describe your character?

Challenge: Can you describe your character without saying their name and get someone to guess who you are describing?

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Setting Description

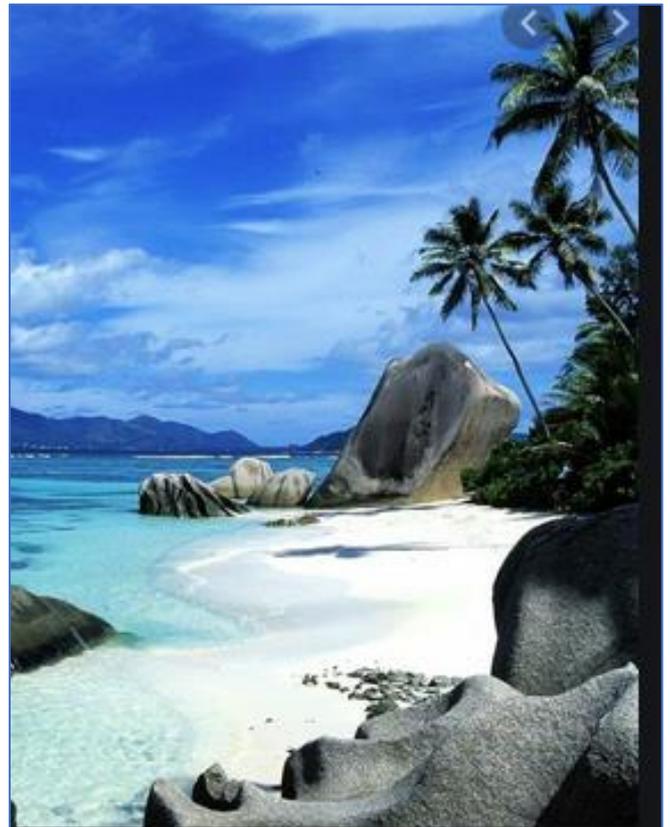
Write a description of this setting.

Can you describe:

- the sky
- the sand
- the palm trees
- the sea
- who might live there?

Words to help:

hot tropical lonely
quiet tranquil
sunny calm dry
deserted relaxing
untouched
heavenly sandy
humid lifeless
scorching



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Simile Riddle

Similes are when you compare something to something else e.g. using *like* and *as*

Can you write a short riddle giving one clue and then two similes to describe it? Can anyone guess your riddle?

e.g.

What am I?

You will find me in the garden.

I am *as* small *as* a thumb nail.

I am red *like* a London bus.

What am I?

Reveal (remember to hide this bit): A Ladybird!

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Word Collection Story Writing

Can you use some of the words from the 'Word Collection' activity from the reading section to write your own short story?

You could start by drawing a picture of your character.



You can use the story map below to plan your story.

Beginning	Middle	End

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D) Spelling Activity Counts

Year 2 Common Exception Words

Common Exception words are words that do not follow the rules of phonetic spelling. These words are used frequently by children so that's why they are called common. Children in Year 2 need to be able to read and spell most of these.

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

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Common Exception Words Activity

Can you guess the common exception word by filling in the missing letters?

p _ _ t

cl _ _ h _ s

m _ _ _

_ _ _ t y

g _ a _ _

sh _ _ _ d

b _ c _ _ s e

e _ e

fl _ _ r

ev _ _

b _ _ h

_ _ y

_ _ i l d _ _ _

ba _ _

p _ _ p l e

st _ _ k

_ h _ l e

c _ _ l d

m _ _ d

cli _ b

Making the right choices

Spelling is a lot about making the right choices. Sounds can be represented by different groups of letters (digraphs) and its sometimes tricky to make the right choice.

Below is a phoneme wall with the digraphs organised into the sound groups.

a	e	i	o	u	ear	au	oi	gn	c
a-e	e-e	i-e	o-e	u-e	ir	aw	oy	kn	k
ai	ee	y	oa	oo	er	or	ow	n	ck
ay	ea	igh	ow	ew	ur	oor	ou	j	ch
	ie	ie	h	ue	air	ar	f	dge	tch
b	d	g	wr	l	nk	ng	ph	th	sh

One dai there was a little gerl who lived wif her sistur in a big howse. She was called Aymy. One mawning they went to the parc and plaid on brite blew slyd.

Suddenly she sor a pretti blac berd fling between treas and tweating lowdly.

Word Changer 1

In Year 2 children learn how to change verbs into the past tense by adding 'ed'. Some root words just simply add 'ed' to the end.

Can you add 'ed' to the words below and write them in sentences?

call	walk	talk
kick	work	start
play	cook	kiss

Word Changer 2

When changing some words to the past tense there might need to be some changes to the root word before adding ed.

- If a word ends with an e simply add d
- Some words need the last letter doubling before adding 'ed'
- If the word ends in a y, change it to i before adding 'ed'

pat	wave	cry	pop
fry	spy	nod	bake
chop	cycle	time	stop

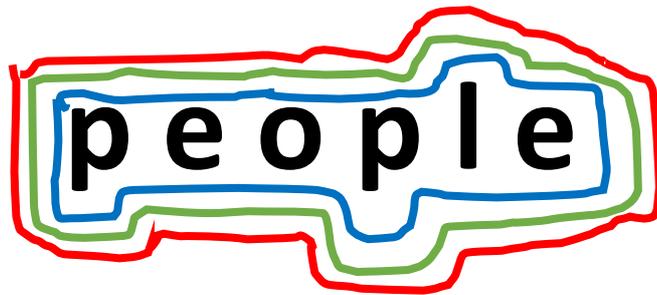
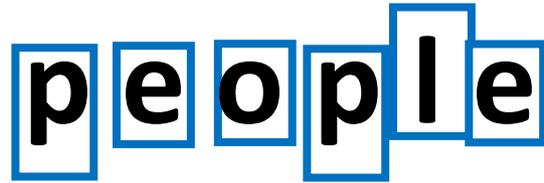
Can you write the words in the table in past tense form in the correct column below?

Just add d	Double the last letter	Change y to i
	patted	

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Draw Around the Word

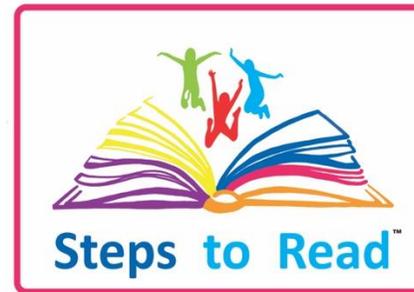
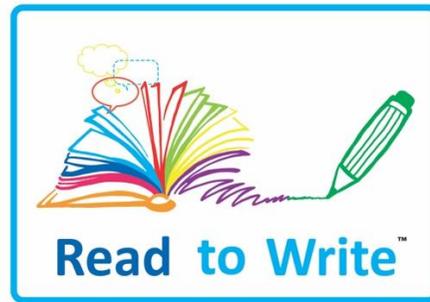
One way to learn how to spell words is to learn the pattern of the word. This can be done by drawing around the word or by making the word into a picture. Below are some examples of how this can be done. The most important thing to remember is to have fun!



Use the above ideas, or any of your own, to learn the Year 2 common exception words.

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Beautiful units of
work for your
classroom



Read to Write empowers teachers to provide high-quality teaching of writing through high-quality literature. These detailed units of work centre on engaging, vocabulary-rich texts, with a wealth of writing opportunities within and across the curriculum and they also signpost wider curriculum enrichments.

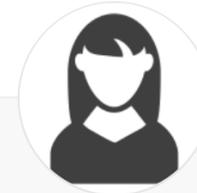
These units are being implemented with great success because they *also* provide:

- Clear sequential Episodes of Learning
- Model Texts linked to writing outcomes within the unit
- Vocabulary learning and contextualised spelling, grammar and punctuation
- Wider reading for the wider curriculum
- Curriculum Enrichments
- A wealth of resources
- Explicit links to the national curriculum

Read to Write is evidence-based teaching of writing. These units have been carefully mapped out so the entire statutory curriculum for English is covered for each year group. They also enable schools to draw upon the wider curriculum, which supports schools to build rich curriculums.



Year 2 Suggested Progressive Sequence					
A	B	C	D	E	F
The Night Gardener 	A River 	The Bog Baby 	Grandad's Island 	Jack and the Baked Beanstalk 	Rosie Revere 
Writing Outcome & Writing Purpose					
Narrative: Setting Narrative	Narrative: Circular Narrative	Narrative: Finding Narrative	Narrative: Return Narrative	Narrative: Twisted Narrative	Narrative: Invention Narrative
Purpose: To narrate	Purpose: To narrate	Purpose: To narrate	Purpose: To narrate	Purpose: To narrate	Purpose: To narrate
Recount: Diary	Recount: Letter	Instructions: How to build a habitat	Information: Jungle Animals	Persuasion: Letters	Explanation: How a machine works
Purpose: To recount	Purpose: To inform	Purpose: To instruct	Purpose: To inform	Purpose: To persuade	Purpose: To explain



K. HANWOOD

St Alban's RC School, Year 3 Teacher, 2020

'The impact on writing access abilities has been amazing! The ideas and model text gives children the tools to become a 'writer' – making thoughtful choices.'

Don't forget to share with Literacy Counts on  &  @LiteracyCounts1/. Prizes to be won!