



Sherington Primary School

Homework Resource Booklet
for Year 2



For you to keep at home
(also available on school website)

Spelling Homework







It is important to bear in mind that apart from the 'common exception words' children are learning the letter string, sound or spelling rule, *not the specific word*. For example, when learning words with the -ay letter string (and they are given *day, play, say, way, stay*) we might also test to see if can they also spell *may* and *bay*!

Children will be given spellings from the list to learn and tested on these regularly.

Below are some ideas that you may wish to use at home to help your child to learn their spellings. Frequency of practice throughout the week is important; little and often is better than one long session.

Spelling Roll-A-Word

Start with the first word in your spelling list. Roll a die and complete the activity for the number you roll. Continue with the rest of your list.

	Write your word in a sentence.
	Draw a picture of your word.
	Write a synonym of your word.
	Write an antonym of your word.
	Write the definition for your word.
	Write your word three times.

As you write, sound out the letters/syllables.

Write the words out 3 times each. Look, spell, cover, write, check.

Copy the word out and highlight or underline the tricky part.

Sherington Primary school - Spelling Wordlist 7

Sounds

badge, edge, bridge, dodge, fudge
age, huge, change, charge, bulge, village
gem, giant, magic, giraffe, energy
jacket, jar, jog, join, adjust
race, ice, cell, city, fancy
knock, know, knee, gnat, gnaw

Common Exception Words

door, floor, poor, because, find, kind, mind,
behind, child, children

Sherington Primary school - Spelling Wordlist 8

Sounds

cry, fly, dry, try, reply, July
flies, tries, replies, copies, babies, carries
copied, copier, happier, happiest, cried, replied
hiking, hiked, hiker, nicer, nicest, shiny
patting, patted, humming, hummed, dropping,
dropped, sadder
saddest, bigger, biggest, runner, runny

Common Exception Words

wild, climb, most, only, both, old, cold, gold, hold,
told, every

Sherington Primary school - Spelling Wordlist 9

Regular Spellings

write, written, wrote, wrong, wrap
table, apple, bottle, little, middle
camel, tunnel, squirrel, travel, towel, tinsel
metal, pedal, capital, hospital, animal
pencil, fossil, nostril
all, ball, call, walk, talk, always
other, mother, brother, nothing, Monday

Common Exception Words

everybody, even, great, break, steak, pretty, class,
grass, pass, plant, path

Sherington Primary school - Spelling Wordlist 10

Regular Spellings

key, donkey, monkey, chimney, valley
want, watch, wander, quantity, squash
word, work, worm, world, worth
war, warm, towards
television, treasure, usual
bare, bear
one, won
sun, son
to, too, two
be, bee
blue, blew
night, knight

Common Exception Words

could, should, would, who, whole, any, many,
clothes, busy, people

Sherington Primary school - Spelling Wordlist II

Regular Spellings

station, fiction, motion, national, section
there, their, they're
here, hear
quite, quiet
see, sea

Common Exception Words

after, fast, last, past, father, bath, hour, move,
prove, improve
sure, sugar, eye, water, again, half, money, Mr,
Mrs, parents
Christmas, beautiful

Sherington Primary school - Spelling Wordlist 12

Regular Spellings

can't, won't, didn't, couldn't, it's, I'll
the girl's, the boy's, Katie's, Ahmed's, the child's,
the man'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
everybody, even, 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

How to encourage neat handwriting

It is important to practise spellings using your neatest handwriting and correct joins. Age related expectations in handwriting can be found in the Writing End of Year Expectations (EYE) towards the back of this booklet. The 'feel' of a word can help when learning to spell.

Getting ready to write

Seating and posture:

- A tripod grip is the most efficient way of using a pencil and should be encouraged in early writing
- Chair and table should be at a comfortable height
- Encourage children to sit up straight and not slouch
- Left hand should be used to steady the paper for right handers
- Tables free of clutter
- Room well lit
- The paper should be placed to the right, slightly tilted to the left

Left handers:

- Paper should be tilted to the right
- Right hand should be used to steady the paper

Lower case letters:

abcdefghijklmnopqrstuvwxyz

Capital letters:

ABCDEFGHIJKLMNOPQRSTUVWXYZ

Numbers:

1 2 3 4 5 6 7 8 9 0

Joins Y2

Introduction of the four handwriting joins

- First join- To letters without ascenders; un um ig eg an or ing ung
- Second join- To letters with ascenders; ch sh th tl ll ill sli slu ck ack st sti ink unk
- Third join- Horizontal joins; od re ve oon oom
- Fourth join- Horizontal joins to letters with ascenders; wl vl of ff fl flo
- Practise the break letters b p g q y j z s
- Practise capital letters (don't join *from* capital letters)

Example of handwriting joins and break letters (Y2 - Y6)

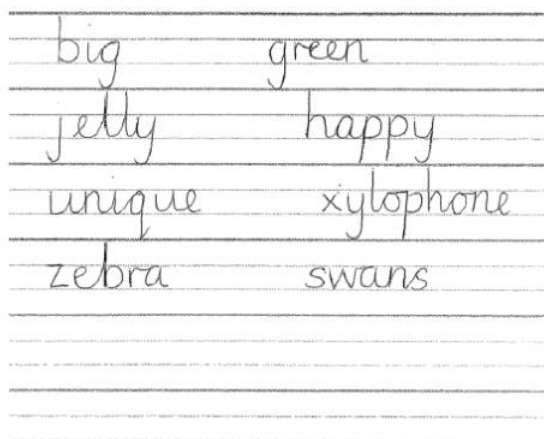
The four joins:

1. To letters without ascenders
2. To letters with ascenders
3. Horizontal joins
4. Horizontal joins to letters with ascenders

abcdefghijklmnopqrstuvwxyz

The break letters (letters that aren't joined from) are:

b g j p q x y z s



First 200 High Frequency Words

Children must be able to read these 200 words on sight - not sounding out. Highlight each word when you can read it on sight.

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

water	bear	find	these	live
away	can't	more	began	say
good	again	I'll	boy	soon
want	cat	round	animals	night
over	long	tree	never	narrator
how	things	magic	next	small
did	new	shouted	first	car
man	after	us	work	couldn't
going	wanted	other	lots	three
where	eat	food	need	head
would	everyone	fox	that's	king
or	our	through	baby	town
took	two	way	fish	I've
school	has	been	gave	around
think	yes	stop	mouse	every
home	play	must	something	garden
who	take	red	bed	fast
didn't	thought	door	may	only
ran	dog	right	still	many
know	well	sea	found	laughed

Next 100 High Frequency Words

(To be read on sight by end of Year 3)

let's	fun	any	better	lived
much	place	under	hot	birds
suddenly	mother	hat	sun	duck
told	sat	snow	across	horse
another	boat	air	gone	rabbit
great	window	trees	hard	white
why	sleep	bad	floppy	coming
cried	feet	tea	really	he's
keep	morning	top	wind	river
room	queen	eyes	wish	liked
last	each	fell	eggs	giant
jumped	book	friends	once	looks
because	its	box	please	use
even	green	dark	thing	along
am	different	grandad	stopped	plants
before	let	there's	ever	dragon
gran	girl	looking	miss	pulled
clothes	which	end	most	we're
tell	inside	than	cold	fly
key	run	best	park	grow

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

By the *end of Year 1*, children should be able to write numbers to 100 in numerals

The 100 square is a useful visual prompt *in Year 2* also

- Can you order numbers to 100?
- Can you say which number is greater than or less than another number?
- Can you say what each digit is worth in a 2digit number?
- Can you add on 10 from any 2digit number?

Times Tables and Passport

It is crucial that you know multiplication and division facts to 12×12 by the end of Year 4

They help not only with multiplication and division calculations, but enable you to work more fluently with fractions-which now comprise a large part of the maths curriculum (the bulk of fractions teaching coming in Year 3)

You must have rapid recall of multiplication and division facts for:

2s 5s and 10s by end of Year 2

3s 4s and 8s by end of Year 3

All of them up to 12×12 by end of year 4

How the Passports Work

To achieve Bronze Award:

You need to be able to recite your chosen multiplication table *rapidly*, on your own, *without error*.

You should learn it as 'one two is two, two twos are four, three twos are six' and so on.

To achieve Silver Award:

You need to be able to have *rapid recall* of any multiplication fact from the chosen table *in any order* e.g.

'Six twos?' 'Nine multiplied by two?'

To achieve Gold Award:

You need to be able to use multiplication facts to answer corresponding division facts for that times table e.g. 'How many twos are there in eight?'

'What is ten divided by two?'

As well as adults working in the classroom, the Head, Deputy and Assistant Headteacher will be available during Monday and Friday breaks to test children wishing to go for bronze, silver or gold awards in their passport. Your recall must be rapid and accurate to achieve the award.

Learning Times Tables

It can be difficult at the start. These suggestions will help you learn your times tables more easily.

- Practise every day
- Find a regular time to do it - perhaps walking to and from school or during the drive
- Keep a steady rhythm - it makes learning and recall easier
- When starting to learn times tables, it's often the starting number that is difficult - use your fingers as you recite to keep track of where you are
- If you are secure at bronze level the silvers and golds are easy
 - Help yourself and your friends by quizzing each other
- *Multiplication* can be done in any order - so if you know 2×5 you also know 5×2 (see the grid on the next page and shade in the ones you can recall)
- There are lots of ICT games to help you learn them and test yourself before trying to go for Bronze, silver or Gold at school
 - Use resources on Mathematics
- Remember that everything gets easier the more you practise
 - Persevere and don't give up. If you are finding it very challenging, let your teacher know
 - Set yourself a challenge and go for it!

Use this grid to highlight the multiplication facts you can recall rapidly

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

End of Year Expectations for multiplication and division facts

Use these to help you learn them.
Parents and friends can use them for easy testing.

By the end of Y2

X10	X 5	X 2
$1 \times 10 = 10$	$1 \times 5 = 5$	$1 \times 2 = 2$
$2 \times 10 = 20$	$2 \times 5 = 10$	$2 \times 2 = 4$
$3 \times 10 = 30$	$3 \times 5 = 15$	$3 \times 2 = 6$
$4 \times 10 = 40$	$4 \times 5 = 20$	$4 \times 2 = 8$
$5 \times 10 = 50$	$5 \times 5 = 25$	$5 \times 2 = 10$
$6 \times 10 = 60$	$6 \times 5 = 30$	$6 \times 2 = 12$
$7 \times 10 = 70$	$7 \times 5 = 35$	$7 \times 2 = 14$
$8 \times 10 = 80$	$8 \times 5 = 40$	$8 \times 2 = 16$
$9 \times 10 = 90$	$9 \times 5 = 45$	$9 \times 2 = 18$
$10 \times 10 = 100$	$10 \times 5 = 50$	$10 \times 2 = 20$
$11 \times 10 = 110$	$11 \times 5 = 55$	$11 \times 2 = 22$
$12 \times 10 = 120$	$12 \times 5 = 60$	$12 \times 2 = 24$

The above and these by end of Year 3

X 4	X 3	X 8
$1 \times 4 = 4$	$1 \times 3 = 3$	$1 \times 8 = 8$
$2 \times 4 = 8$	$2 \times 3 = 6$	$2 \times 8 = 16$
$3 \times 4 = 12$	$3 \times 3 = 9$	$3 \times 8 = 24$
$4 \times 4 = 16$	$4 \times 3 = 12$	$4 \times 8 = 32$
$5 \times 4 = 20$	$5 \times 3 = 15$	$5 \times 8 = 40$
$6 \times 4 = 24$	$6 \times 3 = 18$	$6 \times 8 = 48$
$7 \times 4 = 28$	$7 \times 3 = 21$	$7 \times 8 = 56$
$8 \times 4 = 32$	$8 \times 3 = 24$	$8 \times 8 = 64$
$9 \times 4 = 36$	$9 \times 3 = 27$	$9 \times 8 = 72$
$10 \times 4 = 40$	$10 \times 3 = 30$	$10 \times 8 = 80$
$11 \times 4 = 44$	$11 \times 3 = 33$	$11 \times 8 = 88$
$12 \times 4 = 48$	$12 \times 3 = 36$	$12 \times 8 = 96$

End of Year 2 Expectations

A Year 2 Reader

1. I can use and apply phonics to Phase 6 and beyond
2. I can blend accurately and speedily the sounds I've been taught
3. I can read unknown Purple, Gold, White books
4. I can read on sight the first 200 HFW
5. I can read words with 2 or more syllables
6. I can read words with common suffixes
7. I can self-correct
8. I can make simple inferences based on what is said or done
9. I can use punctuation to help me read with intonation
10. I can locate answers to questions (from a paragraph) in fiction and non-fiction texts
11. I can explain how vocabulary choice affects meaning
12. I can use appropriate terminology when talking about books
13. I can perform a poem

Exceeding Year 2 Reader

1. I can read on sight the first 300 HFW
2. I can use a variety of strategies to work out unknown words
3. I can use a dictionary to check the meaning of unfamiliar words
4. I can retrieve information from a range of fiction and non-fiction texts and record them
5. I can infer characters' feelings and thoughts

End of Year 2 Expectations

A Year 2 Writer

1. I can form all letters correctly and keep them regular in size and shape
2. I can use clear and regularly sized ascenders and descenders
3. I can leave the right sized spaces between letters and words
4. I know that capital letters don't join
5. I can use some horizontal and diagonal joins
6. I can spell 80% of words based on Year 2 spelling patterns
7. I can spell first 200 HFW
8. I can spell some words that sound the same but are spelt differently
9. I can use sentence demarcation correctly and consistently
10. I can use question marks and exclamation marks correctly and consistently
11. I can use commas in a list
12. I can use capital letters for proper nouns and 'I' correctly and consistently
13. I can use apostrophes for omission
14. I can use apostrophes for singular possession
15. I can use: or, and, but (co-ordination)
16. I can use the correct tense
17. I can use noun phrases
18. I can write for different purposes e.g stories, poems, information, instructions
19. I can say my sentence out loud and improve it before writing it down
20. I can re-read my writing and make corrections so that it makes sense (sentence demarcation and missing words)
21. I can read my writing aloud to an audience so that everyone can hear

Exceeding Year 2 Writing Expectations

1. I can use joined handwriting consistently
2. I can use accurate sizing for letters that are the same in upper and lower case e.g Ss Ww
3. I can use use the first 2 or 3 letters of a word to check its spelling in a dictionary
4. I can use tenses correctly and consistently throughout
5. I can write stories that have a clear setting, characters and plot
6. I can improve my writing after feedback
7. I can suggest improvements to my own and others' work

End of Year 2 Expectations

A Year 2 Mathematician

1. I can order numbers to 100
2. I can recognise the place value of tens and ones in a 2digit number
3. I can use the < (less than) and > (more than) signs for numbers to 100
4. I can read and write numbers to 100 in words
5. I can count in steps of 10 from any number
6. I can recognise odd and even numbers and explain why
7. I can use number bonds to 20 for related facts to 100
8. I know that addition can be done in any order and that subtraction cannot
9. I can add 3 single digit numbers
10. I can add and subtract a 2digit number and ones and tens
11. I can add and subtract two (simple) 2digit numbers using a written method
12. I can use the inverse to check + and - and to find a missing number
13. I can use the \times and \div signs and know that multiplication can be done in any order
14. I can recite my 2, 5 and 10 \times tables
15. I can recall division facts from the 2, 5 and 10 \times tables
16. I can recognise $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ and know that $\frac{2}{4} = \frac{1}{2}$
17. I can find simple fractions of quantities
18. I can read the time to 5 minutes and draw them on a clock face
19. I know the number of minutes in an hour and hours in a day
20. I can use measures including \pounds and p, m/cm, kg/g, litres/ml, $^{\circ}\text{C}$
21. I can add and subtract money
22. I can find different ways of making an amount of money
23. I can explain the properties of 2D and 3D shapes
24. I can find mirror symmetry
25. I can construct and interpret pictograms, tally charts, block diagrams and simple tables

Exceeding Year 2 Maths Expectations

1. I can compare and order numbers to 1000
2. I can read and write numbers to 1000 in numerals and words
3. I can recognise the place value of 100s, 10s and 1s in a 3digit number
4. I can add 1, 10 or 100 to a 3digit number using mental arithmetic
5. I can use columnar addition
6. I can use division and find remainders
7. I know my 3, 4 and 8 times tables
8. I know the number of days in each month, a year and leap year