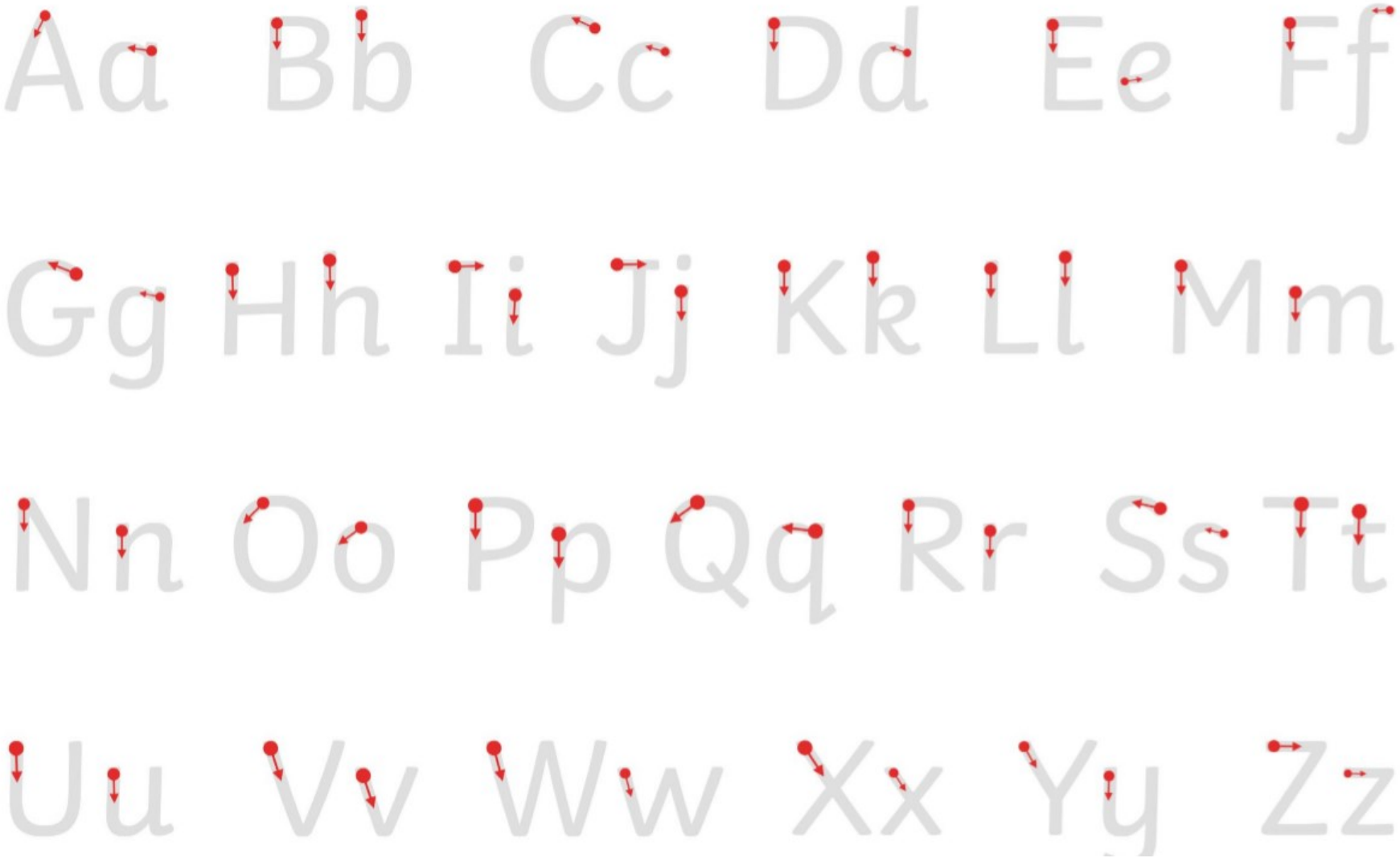
Year 2



Summer Learning Booklet

Do you know your alphabet?

Do you know the names of these letters?



Can you read these words?

Can you spell these words?

Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

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

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Literacy, roll, say, sound & spell

Phase 5

Roll the dice, say what you can see under that number, sound it out and spell the word. Each word that is spelled correctly put a counter over it.



Counters - if spelled correctly put a counter over the image.

train	five	bird	phone	blue	beach
lake	pie	burger	bow	stew	feet
crayon	fly	girl	cone	cube	eve
spray	time	skirt	boat	screw	tea
paint	mice	fern	coat	statue	seed
wave	tie	first	rose	glue	meat

Literacy, reading for understanding

Phase 5

Read the sentence then draw a picture to go with it.

My bike is red and yellow.

Mmmm burgers! I love burgers for tea.

The clown had a big red smile on his face at the circus.

Literacy, reading

Phase 5

Read the sentence then draw a picture to go with it.

The girls came first in the egg and spoon race.

I did a drawing of a tree in Autumn.

I like to play outside in the garden with the dog.

Homophones

Circle the correct spellings of the homophones to match the picture.



meat | meet



flower | flour



two | too



one | won



pair | pear

Literacy KS1

Homophones

Circle the correct spellings of the homophones to match the picture.



knight | night



hare | hair



eight | ate



male | mail



blue | blew

Phase 6 – Adding a suffix take off the 'y' add 'ies'

baby	Make it plural _ _ _ _ _ _
marry	Make it plural _ _ _ _ _ _ _
carry	Make it plural _ _ _ _ _ _ _
factory	Make it plural _ _ _ _ _ _ _ _ _
fly	Make it plural _ _ _ _ _
cry	Make it plural _ _ _ _ _

English, writing

Suffix adding 's' or 'es'

Write the plural word. if a word ends in 's', 'ch', 'sh', 'o', 'x' or 'z' add 'es'. Most other words just add 's'. The first one has been done for you.



plant



plants



watch





chip





zip





dish



English, writing

Suffix adding 's' or 'es'

Write the plural word. if a word ends in 's', 'ch', 'sh', 'o' 'x' or 'z' add 'es'. Most other words just add 's'. The first one has been done for you.



box





brush





car





tree





tomato



Verb or noun?



Cut out the words and stick them on to the chart to show whether they are verbs or nouns.

Verb	Noun

tree	coat	pen	fence
car	sing	jump	horse
house	run	dance	wave
play	build	hop	hat
play	build	hop	hat

Objective – Draw on knowledge of vocabulary to understand texts.

The big, red hat was left on the table.



Question 1.

Which words in the text describe the hat?

Question 2.

Where would you find the hat?

The little boy looked pale and clutched his hand to his tummy.



Question 1.

How do you think the boy is feeling?

Question 2.

Why did the little boy clutch his hand to his tummy?

KS1 SATS - Sample reading questions

Objective – Draw on knowledge of vocabulary to understand texts.

Dave had to watch for the jellyfish in the water, so he didn't get stung.



Question 1.

What does the word watch mean in this sentence?

Question 2.

What might the jellyfish do to Dave?

After surfing, Dave went for a wander along the beach.

Question 1.

What does the word wander mean in this sentence?

Question 2.

When did Dave go for a wander along the beach?

Objective – Draw on knowledge of vocabulary to understand texts.

The lion raced through the huge jungle at speed.



Question 1.

Find and copy one word that shows the lion moved quickly.

Question 2.

Was the jungle big or small? Which word tells us this?

The vase fell off the table with a big smash.



Question 1. circle your answer

This means that it…

didn't break did break bounced

Question 2.

Which other word could you use instead of smash?

KS1 SATS - Sample reading questions

Objective – Identify and explain key aspects of fiction and non-fiction texts.

Only one queen bee lives in each hive .The queen is the largest of them all, she has a main job of laying lots of eggs. The worker bees are all female, they do all the work in looking after the nest and visiting flowers for food.







Question 1.

What is the main job of the queen bee?

Question 2.

How many queen bees live in each hive?

Question 3.

Name one job of the worker bee.

Question 4.

Are the worker bees male or female?

Objective – Identify and explain the sequence of events in texts.

The supermarket was very busy. Birthday party shopping was about to begin. Emma started by choosing balloons in different colours. Then she looked at the ribbons to decorate the presents. She had already bought some gifts for her best friend's party, but she wanted to decorate them in ribbon. She put some shiny, gold ribbon into her basket. She walked into the bakery area and saw a big, orange birthday cake with a cute, yellow giraffe. She put it in her basket.

Just as she was about to leave, she saw the perfect birthday card, into her basket it went.



Number the boxes 1, 2, 3 and 4 in order that the events happened.

She put in her basket the perfect birthday card.	She found some shiny gold ribbon.
She chose balloons in different colours.	She picked an orange birthday cake with a yellow giraffe.

Objective – Make inferences from the text.

The butterfly landed on the frog's nose. "Oh hi butterfly" Said the frog.
"I'm so glad you are here" The butterfly replied, looking terrified as she glanced at the water.
Please can I stay here?"
"Of course, I was lonely anyway" croaked the frog.



Question 1.

Why do you think the butterfly was glad the frog was there?

Question 2.

Did the frog mind that the butterfly was on his nose? How do you know?

It was Monster's first day at school. He had his bag all packed and his new tie was neat. His Mum walked him to the gate, he felt worried. His mum gave him a hug and kissed his head.



Question 1.

Why do you think Monster felt worried?

Question 2.

Why did his mum give him a hug and kiss his head?

Write three adjectives to describe each picture

Think of 3 adjectives to describe each picture: think about how it **looks**, how it **feels**, how it **smells**, how it **sounds** or how it **tastes.**

Summer Time



1 _____

2 _____

3 _____



1 _____

2 _____

3 _____



1 _____

2 _____

3 _____

Using the adjectives you have though of to describe the pictures. Write full sentences to describe the pictures.

Summer Time



High 5 vocabulary cards

HIGH 5

Write down the names of 5 types of flowers

HIGH 5

Write down 5 things found in the garden

HIGH 5

Write down 5 things found in a kitchen

HIGH 5

Write down 5 things which are red

Name 5 things



... that are **circular**!

Name 5 things



... that are **small**!

Name 5 things



... that are **triangular**!

Name 5 things



... that are **big**!

High 5 vocabulary cards

HIGH 5

Write down the names of 5 vegetables

HIGH 5

Write down 5 things found in a park

HIGH 5

Write down 5 things found in a bathroom

HIGH 5

Write down 5 things which are blue

Make a Noun

We can make adjectives, verbs and nouns into new nouns by adding suffixes. For example:

happy + ness = **happiness**

build + er = **builder**

Can you add a suffix to these words to make a new noun? Don't forget:

- when the root word ends in '**y**' that this usually changes to '**i**'.
- when the root word ends in '**e**' that the '**e**' is usually taken away.

Choose from: **-ness** **-er** **-ment** **-ship**

word	**which suffix?**	**new word**
happy	-ness	happiness
build	-er	builder
argue		
sad		
teach		
punish		
friend		
weak		
tired		
member		
play		
appoint		

Challenge: How does each suffix change the meaning of the final word?

Get Describing

Use the suffixes **–ful, -ly, -like, -ish** and **–less** to turn these nouns into adjectives.

Don't forget, where words end in '**y**', change the '**y**' to '**i**' before adding the suffixes **–ful** or **-less**.

Watch out! Some of the words can be joined to more than one of the suffixes!

root word	which suffix?	new word
help		
beauty		
wonder		
child		
pity		
life		
lady		
use		
home		
power		

Who's the Best?

When we are comparing two objects, we can add the suffix '-er' to most adjectives. For example:

- **My tower is tall but Sam's is taller.**

When we are comparing more than two objects, we can use '-er' and '-est'. For example:

- **A mouse is small, a snail is smaller but an ant is smallest of all.**

Add suffixes to these root words. Remember these spelling rules:

- 'y' changes to 'i' (e.g. funny/funnier/funniest)
- 'e' disappears (e.g. large/larger/largest)
- words with a short vowel and consonant - double the consonant (e.g. big/bigger/biggest)

root adjective	add -er	add -est
light		
red		
smooth		
wide		
silly		
sad		
happy		

High 5 vocabulary cards

HIGH 5

Write down the names of 5 types of cars

HIGH 5

Write down 5 things found at the beach

HIGH 5

Write down 5 things found in a bakers

HIGH 5

Write down 5 things which are sweet

Name 5 things



... that are **blue**!

Name 5 things



... that **sound** nice!

Name 5 things



... that **smell** nice!

Name 5 things



... that **feel** soft!

High 5 vocabulary cards

HIGH 5

Write down the names of 5 pets

HIGH 5

Write down 5 things you can do at the beach

HIGH 5

Write down 5 things you can wear on your feet

HIGH 5

Write down 5 things which are sour