

# Year 2 English Home Learning | Summer Term



Week commencing 1<sup>st</sup> June



## English

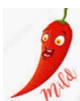
**Parents** These activities are designed to develop your child's reading and spelling skills. We have included a wonderful Talk 4 Writing resource in this week's home learning section, as an additional resource to support writing, if required.

<https://www.bbc.co.uk/bitesize/tags/z7s22sg/year-2-and-p3-lessons/1>

Watch the daily videos and have a go at the activities. Some activities you can just talk about with an adult and some you will need a pencil and paper.



Some activities are 'Mild'



some are 'Medium'



and some are 'Spicy/Hot'



You choose which one you feel confident with. You may feel you want to do all three!!

Remember just try your best! If you make a mistake that is a good thing as you are learning.

Remember, these activities are to work from, not on. There is no expectation to complete all of the work or to print worksheets off.

**If you are forgetting some of your letter sounds, these videos will really help**

<https://www.wandleenglishhub.org.uk/lettersandsounds>

## Monday

<https://www.bbc.co.uk/bitesize/tags/z7s22sg/year-2-and-p3-lessons/1>

### Weekly Spellings



### Adding the suffixes -ment, -ness, -ful, -less and -ly (1)

The spelling of a root word usually stays the same when you add a suffix that starts with a consonant (-ment, -ness, -ful, -less and -ly). You simply add the suffix at the end.

Look at these words:

pay + ment →

payment

play + ful → playful

sad + ly → sadly

bad + ness →

badness

hope + less →

hopeless



1. slowly
2. useful
3. enjoyment
4. darkness
5. hopeless
6. badly
7. careful
8. painless
9. amazement
10. sickness



**Practise daily and ask an adult to test you on Friday**

## Activity 1 Vocabulary



I would like you to learn about some exciting new vocabulary. Here are three new words and your challenge is to:

1. Research the word and understand its meaning.
2. Use the word in a sentence when talking to someone in your household.
3. Write a sentence using the word.
4. Draw a picture to accompany the new word that has been learnt.



|            | Meaning | Sentence | Picture |
|------------|---------|----------|---------|
| banish     |         |          |         |
| silence    |         |          |         |
| marvellous |         |          |         |



Extra challenge- Do the same for these words

1. astonishing 2. nifty 3. soar

## Activity 1 Command Sentences



**Commands** tell someone to do something. They use 'bossy' verbs that are called **imperative** verbs. Often, the verb is put at the beginning of the sentence. Commands are the only kinds of sentence that can be made of just one word, but this word must be a verb. They can end with a full stop or an exclamation mark.

- Eat your dinner.
- Be quiet!
- Stop!



Read these commands and then write correct or incorrect to show if it is a full sentence with correct punctuation

Eg a) incorrect



|                                  | Correct                  | Incorrect                |
|----------------------------------|--------------------------|--------------------------|
| a) Sugar!                        | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Measure the right amount      | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Pour it into the bowl.        | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Add some butter.              | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Do not use the oven yourself! | <input type="checkbox"/> | <input type="checkbox"/> |



Activity 2 Choose the best imperative (bossy) verb to start and complete these command sentences.

- a) ▼ the sweets with your sister.
- b) ▼ the door.
- c) ▼ your pocket money.
- d) ▼ the hamsters.
- e) ▼ your shoelaces.



- a) Give/Share/Help
- b) Shut/Smell/Sort
- c) Count/Mix/Put
- d) Feed/Feeding/Fed
- e) Tied/Tying/Tie

### Activity 3



Write three commands that you could give to someone working on a farmyard. Use correct punctuation. Use the words below to help you.



feed, clean, ride, give, help, watch, cows, sheep, horses, dogs, chickens, corn

DON'T FORGET TO PRACTISE THIS WEEKS SPELLINGS

## Wednesday

<https://www.bbc.co.uk/bitesize/tags/z7s22sg/year-2-and-p3-lessons/1>

### Activity 1 Reading



### Reading Comprehension - Horrid Henry

#### Read the text and answer the questions

"I'm Captain Hook!"

"No, I'm Captain Hook!"

"I'm Captain Hook," said Horrid Henry.

"I'm Captain Hook" said Moody Margaret.

They glared at each other. "It's **my** hook," said Moody Margaret.

Moody Margaret lived next door. She did not like Horrid Henry, and Horrid Henry did not like her. But when Rude Ralph was busy, Clever Clare had flu, and Sour Susan was her enemy, Margaret would quickly



jump over the wall to play with Henry.

"Actually, it's my turn to be Hook now," said Perfect Peter. "I've been the prisoner for such a long time."

"Prisoner, be quiet!" shouted Henry.

"Prisoner, walk the plank!" said Margaret.

"But I've walked fourteen times already," said

Peter. "Please can I be Hook now?"

"No, by thunder!" said Moody Margaret. "Now out of my way, worm!" And she swashbuckled across the deck, madly waving her hook and clutching her shiny sword and dagger.

Margaret had eye patches and skulls and crossbones and plumed hats and cutlasses and wonderful swords.

Henry had a stick. This was why Henry played with Margaret. But Henry had to do terrible things before playing with Margaret's amazing swords. Sometimes he had to play 'Mums and Dads' with her. Worst of all (please don't tell anyone), sometimes he had to be the silly baby.

Henry never knew what Margaret would do. When he put a spider on her arm, Margaret laughed. When he pulled her hair, Margaret pulled his harder. When Henry screamed, Margaret would scream louder. Or she would sing. Or pretend not to hear. Sometimes Margaret was fun. But most of the time she was a moody old grouch.

#### Questions:

- 1) Who do Horrid Henry and Moody Margaret want to be?
- 2) Moody Margaret only played with Henry when who was busy?
- 3) What was Perfect Peter pretending to be?
- 4) What did Perfect Peter want to be?
- 5) What had Perfect Peter done 14 times?
- 6) What do you think swashbuckled means?
- 7) What did Moody Margaret have that Horrid Henry didn't?
- 8) What terrible things did Henry have to do when he played with Moody Margaret?



**DON'T FORGET TO PRACTISE THIS WEEKS SPELLINGS**

## Thursday

<https://www.bbc.co.uk/bitesize/tags/z7s22sg/year-2-and-p3-lessons/1>

### Activity 1 Look at the picture and answer the questions



If you don't know the story make up your own ideas!

1. Who is the bear on the platform?
2. Why is he all alone at a train station?
3. Who wrote the tag around his neck?
4. Why can't the bear stay at the station?
5. In what way is this bear similar/different to a 'normal' bear?
6. What will happen to the bear next?

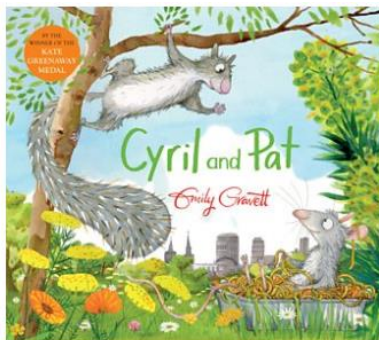


Extra challenge: These sentences are boring and not very exciting at all. They need you to improve them. Can you help? Can you make them exciting by using lots of wonderful vocabulary and noun phrases.

A bear stood on the platform. He wore a coat and hat. He carried a suitcase. He held out a paw.

DON'T FORGET TO PRACTISE THIS WEEKS SPELLINGS

## Reading Activity



Cyril is the only squirrel in Lake Park, and he's very lonely. Until one day he meets Pat, the big, grey other squirrel and they have lots of adventures and fun together. But is Pat a squirrel, or not? Published by Two Hoots.



Read this short extract from *Cyril and Pat* and then try the activity below.

### Extract 1

*Lake Park only had one Squirrel,*

*All alone and sad (poor Cyril).*

*Until the morning he met Pat,*

*His new best friend, a big grey...*

**SQUIRREL!**

*Just like ME!*

*Pat and Cyril spend each day*

*Thinking up good games to play.*

*They liked to put on puppet shows,*

*And test how fast a skateboard goes.*

*Their favourite games were Hide-and-peek,*

*And one that they called Pigeon Sneak.*

**BOO!**

### Activity 1

Answer the following three questions, using language from the text in your answers.

1. How do Cyril's feelings change in this extract? Complete the following sentences.

In the beginning .....

In the end .....

2. According to the text, what games do Cyril and Pat play?
3. How do you know that Cyril and Pat are friends?

### Activity 2

Now read this short extract from *Cyril and Pat* and try the activity below.

#### Extract 2

*Cyril ran, out of the park*

*Into the city, into the dark.*

*All alone and scared. Poor Cyril.*

*'Not quite alone, you stupid squirrel.' (Slim)*

*'And not so brave without that rat.'*

*'Ahem. Do you mean ME?' said Pat.*

*Lake Park still only has one squirrel-*

*But he is not alone. Now Cyril*

*Lives there with a large grey rat,*

*His brave and clever best friend, Pat.*

There are three main characters in the story - Cyril the squirrel, Pat the rat and Slim the dog.

In the table below are some examples of what the characters might say.

Using what you know from extract 1 and extract 2, write the character's name next to what they might say. Write the number and the character's name.

You must use each character once: Cyril, Pat and Slim.

| Example of what a character might say                                                                                    | Character |
|--------------------------------------------------------------------------------------------------------------------------|-----------|
| 1. 'Wow, I am so happy that I have a new friend at last! Who would have thought that my new best friend would be a rat?' | ?         |
| 2. 'So, what do we have here? It looks like a small squirrel who has lost his pet rat!'                                  | ?         |
| 3. 'I'm so helpful and have just saved my friend's life!'                                                                | ?         |

### Activity 3



Read both extracts again.

The first extract says Cyril is 'sad'.

We can use a **dictionary** or a **thesaurus** to find other words that have a similar meaning. Some of the words have a stronger meaning of sadness. We can put them on a scale to show how sad somebody is.

Look at these words:

gutted

desolate

crestfallen

sorrowful

upset

unhappy

Take a piece of paper and draw a horizontal line across the page. Now write the words above on the line from the *weakest* word for 'sad' to the *strongest* word for 'sad.'

You can try the same for 'happy'. Here are some words and expressions to start you off:

happy

over the moon

cheerful

ecstatic

chuffed

content

### Activity 3 Spelling test



Ask an adult to test you. Good Luck-try your best!

Don't forget there are more Y2 story times to watch! Follow the link below....

[https://www.youtube.com/playlist?list=PLBI\\_XHJy9+KLWvZ9aDBkE80qeVe2byu4H](https://www.youtube.com/playlist?list=PLBI_XHJy9+KLWvZ9aDBkE80qeVe2byu4H)

As well as this, please remember to access:

- Oxford Owl Reading Buddies - children have their own login for this
- Study ladder <https://www.studyladder.co.uk/>

New tasks have been set - please email the year group email if you need the password.

**Well done Year 2! You have completed Summer Term 2 Week 1 English- HOORAY!!!!!!**

**I think you deserve 35 Saints Tallies for trying your best**

