

**YEAR 2**

# **ENGLISH**

**KEY STAGE 1**

**UNIVERSAL  
ENGLISH ACADEMY**

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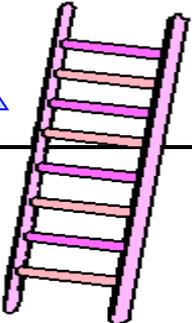
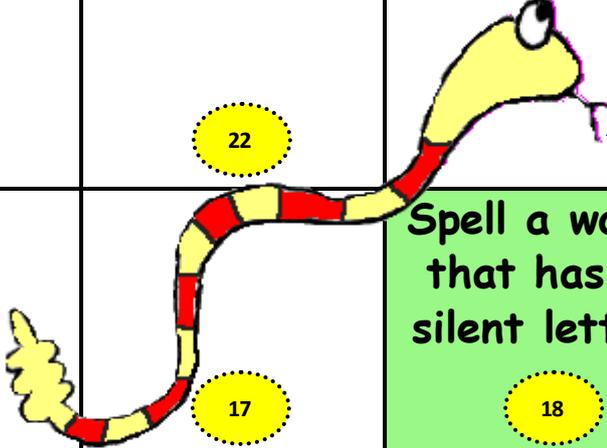
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# Common Sight Words

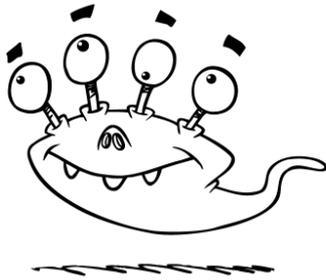
## INSTRUCTIONS OF THE GAME

First of all you need a dice. Throw it and place the button on the box according to the number you got. Now you have to make a full sentence with the word in the box. If the sentence is right you can throw the dice again and go on creating sentences. But you **MUST** use the previous word as well. **How far can you go?**

<b>Spell a word beginning with 't'</b> 21	<b>on</b> 22	<b>with</b> 23	<b>Spell your friend's name</b> 24	<b>FINISH</b>
not 20	for 21	it 22	I 24	have
in  14	that 16	 17	<b>Spell a word that has a silent letter</b> 18	<b>Spell a word beginning with 'h'</b> 19
be 5	to 6	<b>Mime a word for your classmates to guess</b>	and  8	Spell your name 10
<b>Spell 3 words</b>	3	<b>Go forward five squares</b> 2	the 1	<b>START</b>

# Common Sight Words

Blend the phonemes to read the words in the walls. Write the words in the word grids. Look carefully to see where the words fit. Find the hidden word shaded in each grid and write it on the line.



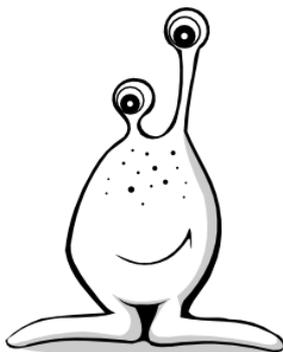
		h	
s			
		t	h
a			

the she with as Hidden word: \_\_\_\_\_



h			
		a	s
		n	d
m			

was have and my Hidden word: \_\_\_\_\_

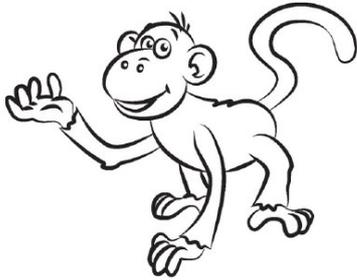


i		
s		e
		t
		o

it she at to Hidden word: \_\_\_\_\_

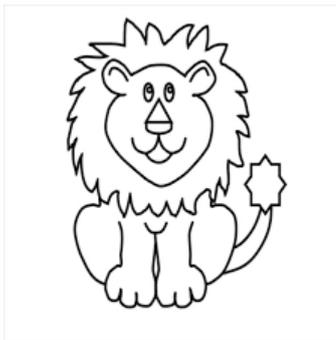
# High frequency words

Blend the phoneme to read the words in the walls. Write the words in the word grids. Look carefully to see where the words fit. Find the hidden word shaded in each grid and write it on the line.



		h	
s			
		t	h
a			

Hidden word: \_\_\_\_\_



h			
		a	s
		n	d
m			

Hidden word: \_\_\_\_\_

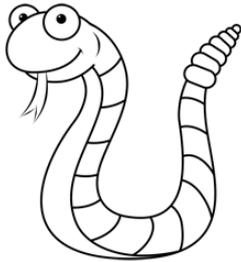


i			
s		e	
		n	
		o	

Hidden word: \_\_\_\_\_

# High frequency words

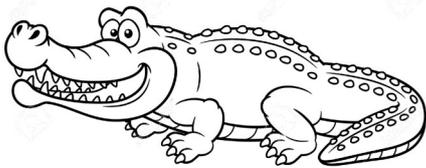
Blend the phoneme to read the words in the walls. Write the words in the word grids. Look carefully to see where the words fit. Find the hidden word shaded in each grid and write it on the line.



a			
			n
			u
		k	

- on    all    you    like

Hidden word: \_\_\_\_\_



p			
		a	
			d
	y		

- was    yes    and    play

Hidden word: \_\_\_\_\_



			h
	s		
g			
		e	

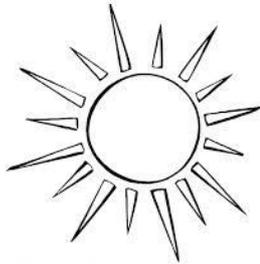
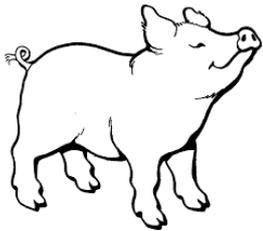
- she    the    see    going

Hidden word: \_\_\_\_\_

# Various short vowel phonemes

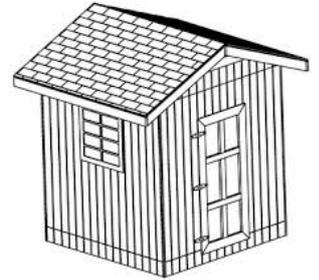
Choose a tile from each column to make a word with a short vowel phoneme. Use as many tiles as many times as you like but you must have one from each column to make the word. The pictures and clues will help you. Write the words you make in the table. One example has been completed for you.

An animal that meows



		t
c		m
b	a	d
sh	e	n
p	i	g
k	o	ck
s	u	ng
d		p
		n

We can write with this

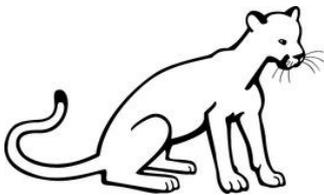
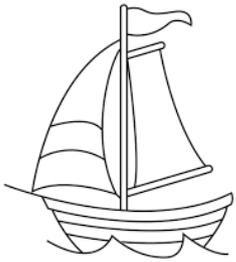


short a	short e	short i	short o	short u
cat				

# Various long vowel phonemes

Choose a tile from each column to make a word with a long vowel phoneme. Use as many tiles as many times as you like but you must have one from each column to make the word. The pictures and clues will help you. Write the words you make in the table. One example has been completed for you.

The opposite of day



We have ten on our feet



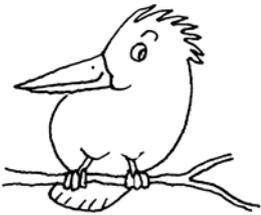
		w	
sp		d	
n	a	e	e
c	e	k	d
b	i	gh	e
h	o	a	t
t	u	o	ch
p		e	s
d		m	a
		b	

Long a	Long e	Long i	Long o	Long u
spade				

# Various diphthong phonemes

Choose a tile from each column to make a word with a diphthong phoneme. Use as many tiles as many times as you like to make the word. The pictures and clues will help you. Write the words you make in the table. One example has been completed for you.

The opposite of boy



An animal you can ride



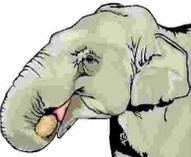
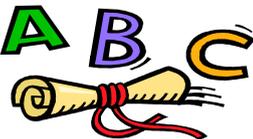
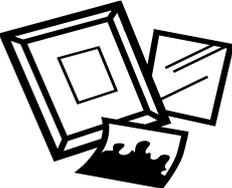
		sh
g		l
f	ir	d
b	or	k
c	air	ng
f	oy	y
b	ar	ch
st	ow	p
t		l
		g

ir	or	air	oy	ar	ow
girl					

# 'Ph' Sounds Like 'f'

Fill in the missing letters. Use the words below and label the pictures:

elephant, trophy, telephone, phantom, dolphin, graph, alphabet, photograph, pharmacy

 ele__ant	 tro__y	 tele__one
 al__abet	 gra__	 __armacy
 dol__in	 __otogra__	 __antom

Write sentences using the vocabulary above

1.

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---

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2.

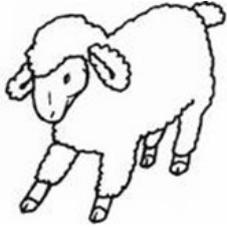
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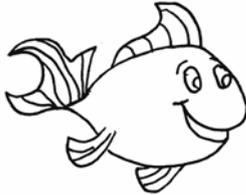
# Animal Anagrams

Rearrange the letters to spell the animal names below.



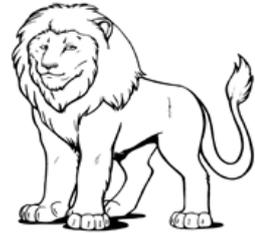
s  
e  
e  
h  
p

---



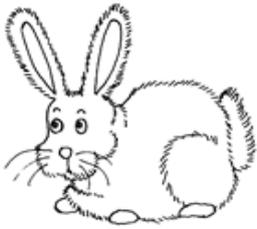
s  
h  
i  
f

---



l  
o  
i  
n

---



r  
a  
b  
b  
i  
t

---



x  
o  
f

---



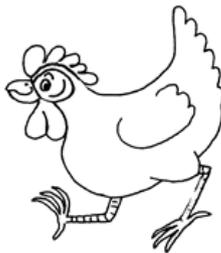
s  
a  
n  
e  
k

---



a  
r  
p  
o  
r  
t

---



i  
c  
h  
e  
k  
c  
n

---



o  
g  
f  
r

---

# Picture Sound Puzzles

## Adding sounds

**p** +  = \_ \_ \_ \_

**s** +  = \_ \_ \_ \_

**10** + **t** = \_ \_ \_ \_

**sp** +  = \_ \_ \_ \_

## Take away sounds

~~**h**~~  = \_ \_ \_ \_

~~**c**~~  = \_ \_ \_ \_

~~**s**~~  = \_ \_ \_ \_

~~**t**~~  = \_ \_ \_ \_

## Changing sounds

**b** + ~~**n**~~  = \_ \_ \_ \_

**sn** + ~~**r**~~  = \_ \_ \_ \_

**b** + ~~**f**~~ = \_ \_ \_ \_

**p** + ~~**c**~~  = \_ \_ \_ \_

**Name Game:** Try exchanging the first sound in your name with each letter of the alphabet,

# Magic 'e'

Magic 'e' changes the sound of the first vowel. Make new words below.

nam		name
sam	add magic 'e'	
gam		
dat		
gat		
plat		
lik		
bik		
wip		
fin		
cop		
rop		
not		
tun		
cub		
fum		
cut		

Now use some of the words to write **4 sentences** below:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Read the words below. Think about the vowel sounds in each word and sort them into table below.

cap cake pen keep pig pine mop mole  
sun tube can ten pin pike dog tone

Can you think of any more? (Hint - why don't you look for words that rhyme with the words that you already have?)

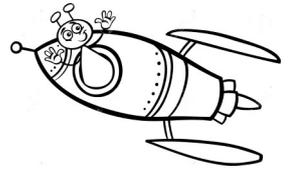
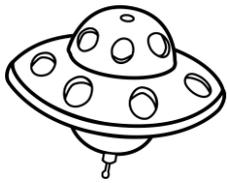
Short vowels	Long vowels

Now use some of the words to write 3 sentences below:

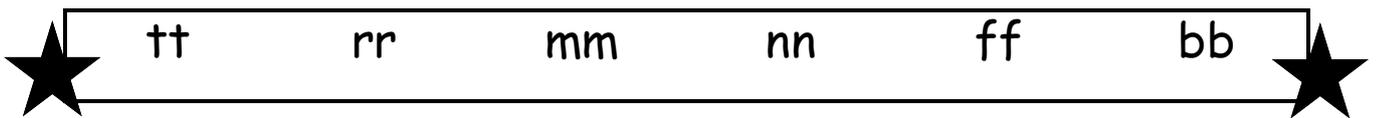
- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

# Words with double letters

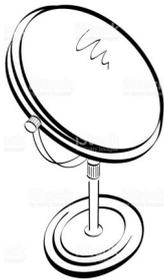
Blend the phonemes to read these words: *letter*, *correct* and *running*. They have two letters in the middle which are the same.



Look at the pictures and say what they show. Write the double letters from the box below in the middle of each word.

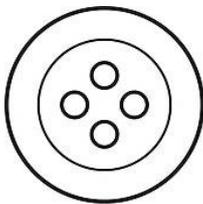


1.



mi\_\_or

2.



bu\_\_on

3.



to\_\_ee

4.



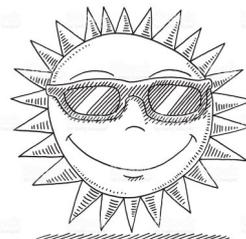
ke\_\_el

5.



ro\_\_er

6.



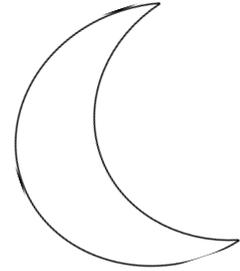
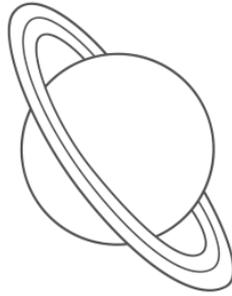
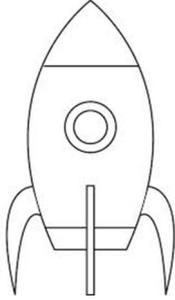
su\_\_er

Make a sentence with one of the words above.

---

# Syllables

Blend the phonemes to read these words: *rocket*, *planet* and *moon*.  
Can you hear how many syllables each word has?



Write your first name on the line. \_\_\_\_\_

How many syllables does it have? \_\_\_\_\_

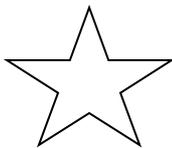
Write your last name on the line. \_\_\_\_\_

How many syllables does it have? \_\_\_\_\_

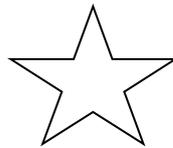
Write the number of syllables  
of the words below in the stars.



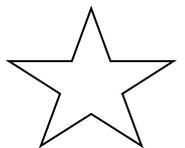
sun =



rocket =



Mercury =



stars =



spaceship =



Venus =



moon =



alien =



Earth =



# Beginning Blends

## What's the Beginning Blend?

Say the words for the pictures below. Listen to the first sound you hear. Write the blend for that sound on the line.

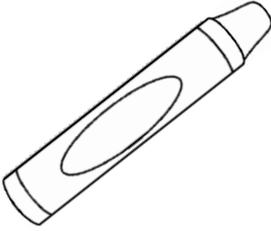
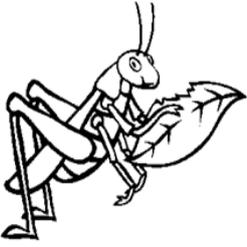
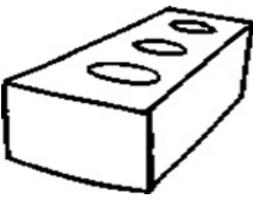
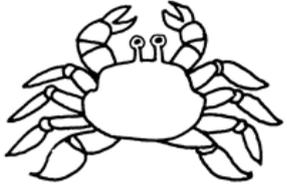
br

cr

dr

fr

gr

 _ _ _	 _ _ _	 _ _ _	 _ _ _
 _ _ _	 _ _ _	 _ _ _	 _ _ _
 _ _ _	 _ _ _	 _ _ _	 _ _ _

Read the sentences below and identify the blends sound by circling.

1. The green frog sat on a Lilly pad.
2. The dragon breathed fire.

# Beginning Blends

## What's the Beginning Blend?

Say the words for the pictures below. Listen to the first sound you hear. Write the blend for that sound on the line.

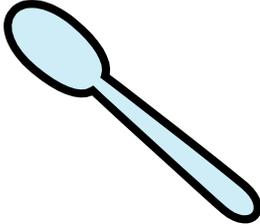
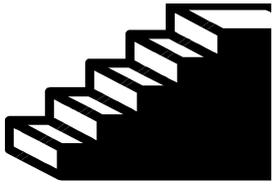
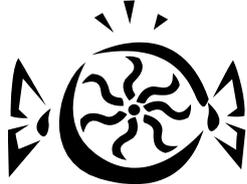
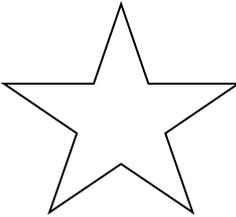
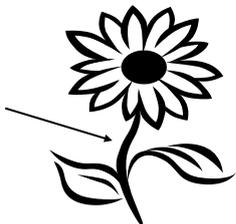
sp

sw

sn

st

fl

 _ _ _	 _ _ _	 _ _ _	 _ _ _
 _ _ _	 _ _ _	 _ _ _	 _ _ _
 _ _ _	 _ _ _	 _ _ _	 _ _ _

Read the sentences below and identify the blends sound by circling.

1. There's a fly on the flower.
2. The flower has a stem.

# Beginning Blends

## What's the Beginning Blend?

Say the words for the pictures below. Listen to the first sound you hear. Write the blend for that sound on the line.

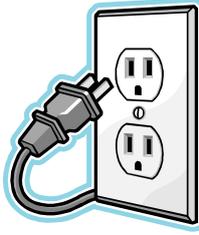
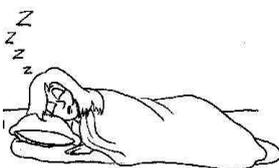
gl

sl

cl

bl

pl

 _ _ _	 _ _ _	 _ _ _	 _ _ _
 _ _ _	 _ _ _	 _ _ _	 _ _ _
 _ _ _	 _ _ _	 _ _ _	 _ _ _

Read the sentences below and identify the blends sound by circling.

1. There's a plane in the sky.
2. The boy slipped on the slide.

# Beginning Blends

## What's the Beginning Blend?

Say the words for the pictures below. Listen to the first sound you hear. Write the blend for that sound on the line.

pr

tr

sk

sm

tw

 _ _ _	 _ _ _	 _ _ _	 _ _ _
 _ _ _	 _ _ _	 _ _ _	 _ _ _
 _ _ _	 _ _ _	 _ _ _	 _ _ _

Read the sentences below and identify the blends sound by circling.

1. The skunk smells bad.
2. The Princes smiled.

# End Blends

## What's the end Blend?

Say the words for the pictures below. Listen to the last sound you hear. Write the blend for that sound on the line.

st

ft

lb

lf

lt



\_\_\_



\_\_\_



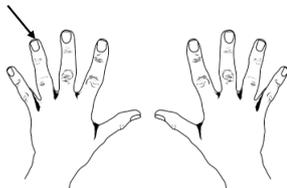
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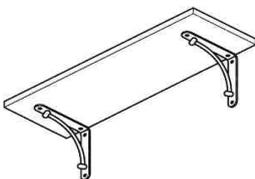
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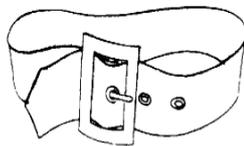
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\_\_\_



\_\_\_

Read the sentences below and identify the blends sound by circling.

1. There is a wolf on the golf course.
2. The salt is in the shelf.

# End Blends

## What's the end Blend?

Say the words for the pictures below. Listen to the last sound you hear. Write the blend for that sound on the line.

sk

mp

nd

ng

lk



\_\_\_



\_\_\_



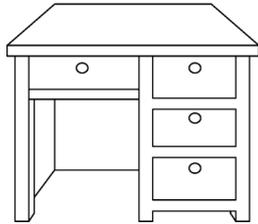
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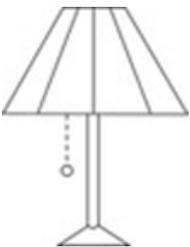
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\_\_\_



\_\_\_



\_\_\_



\_\_\_

Read the sentences below and identify the blends sound by circling.

1. Don't jump on the desk.
2. The lamp is on the stand.

# End Blends

What's the end Blend?

Say the words for the pictures below. Listen to the last sound you hear. Write the blend for that sound on the line.

nk

rd

lf

ck

st



\_\_\_



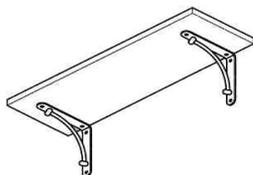
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\_\_\_



\_\_\_



\_\_\_



\_\_\_



\_\_\_



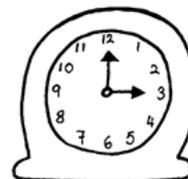
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\_\_\_



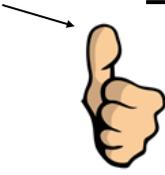
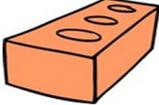
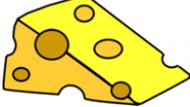
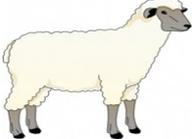
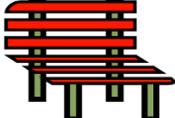
\_\_\_

Read the sentences below and identify the blends sound by circling.

1. The elf drank some water.
2. The bedroom had a sock and a clock.

# Writing Blends and Digraphs

Name the pictures below and write the words in the table.

dish 	brush 	thumb 	chick 	fish 
truck 	duck 	cash 	lock 	brick 
sock 	ship 	cheese 	rock 	phone 
sheep 	chips 	clock 	rich 	beach 
mouth 	dolphin 	three 	church 	bench 

sh	th	ch	ck	ph
dish				

# Short 'a'

## Reading Practice

Read the short passage below. Be sure to use a screener card to blend the sounds.

Pam has a cat. The cat is fat. The fat cat is bad. Bad fat cat sat in the jam.

Say the words below. Then write and sound out each word three times.

### Word Bank

Pam

cat

fat

sat

jam

Pam

Pam

Pam

Write the letter to represent the sound for the questions below.

1) What is the **first** sound in **Pam**? \_\_\_\_\_

2) What is the **middle** sound in **jam**? \_\_\_\_\_

3) What is the **last** sound in **fat**? \_\_\_\_\_



# Short 'e'

## Reading Practice

Read the short passage below. Be sure to use a screener card to blend the sounds.

Red Hen is Pam's pet. Bad Fat Cat is wet. Bad Fat Cat ran to get Red Hen.

Say the words below. Then write and sound out each word three times.

### Word Bank

red

pen

ten

bell

nest

red

red

red

Write the letter to represent the sound for the questions below.

1) What is the **first** sound in **red**?

\_\_\_\_\_

2) What is the **middle** sound in **hen**?

\_\_\_\_\_

3) What is the **last** sound in **pet**?

\_\_\_\_\_



# Short 'i'

## Reading Practice

Read the short passage below. Be sure to use a screener card to blend the sounds.

Pippin Pig went to dig in the pit. Bad Fat Cat ran to Pippin Pig. The Bad Cat hit the little pig.

Say the words below. Then write and sound out each word three times.

### Word Bank

pig

dig

hit

pit

sit

pig

pig

pig

Write the letter to represent the sound for the questions below.

1) What is the **first** sound in **pig**?

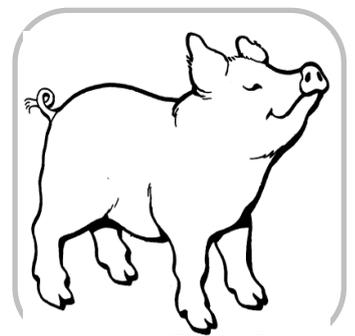
\_\_\_\_\_

2) What is the **middle** sound in **hit**?

\_\_\_\_\_

3) What is the **last** sound in **bin**?

\_\_\_\_\_



# Short 'o'

## Reading Practice

Read the short passage below. Be sure to use a screener card to blend the sounds.

Dot Dog is in his box. Bad Fat Cat is on the top of the box. The bad cat has a hot pot.

Say the words below. Then write and sound out each word three times.

### Word Bank

Dot

dog

box

top

pot

Dot

Dot

Dot

Write the letter to represent the sound for the

1) What is the **first** sound in **dog** ?

\_\_\_\_\_

2) What is the **middle** sound in **top** ?

\_\_\_\_\_

3) What is the **last** sound in **box** ?

\_\_\_\_\_



# Short 'u'

## Reading Practice

Read the short passage below. Be sure to use a screener card to blend the sounds.

Run Dot! Run to get Pam! Dot tugs Pam to the bin. Pippin is in the bin. He is hot in the sun.

Say the words below. Then write and sound out each word three times.

### Word Bank

run

tug

sun

gun

mug

run

run

run

Write the letter to represent the sound for the questions below.

1) What is the **first** sound in **sun**? \_\_\_\_\_

2) What is the **middle** sound in **tug**? \_\_\_\_\_

3) What is the **last** sound in **run**? \_\_\_\_\_



# Short 'oo'

## Reading Practice

Read the short passage below. Be sure to use a screener card to blend the sounds.

Brook the bull is in a wooden hut. Brook looked as a bull should look. But his leg was as crooked as a hook.

Say the words below. Then write and sound out each word three times.

### Word Bank

look

Brook

wood

bull

hook

look

look

look

Write the letter to represent the sound for the questions below.

1) What is the **first** sound in **look**? \_\_\_\_\_

2) What is the **middle** sound in **hook**? \_\_\_\_\_

3) What is the **last** sound in **bull**? \_\_\_\_\_



# Rhyme

## INSTRUCTIONS OF THE GAME

This is a game of rhyming words in English language. First of all you need a dice. Throw it and place the button on the box according to the number you got. Now you have to make a rhyme with the word in the box.

	<b>WHAT RHYMES WITH CAT?</b>	<b>WHAT RHYMES WITH PEN?</b>	<b>WHAT RHYMES WITH PIG?</b>	<b>WHAT RHYMES WITH DOG?</b>
				<b>SORRY LOSE A</b>
<b>WHAT RHYMES WITH SUN?</b>	<b>WHAT RHYMES WITH BOOK?</b>	<b>SAY 2 WORDS THAT RHYME WITH CAT</b>	<b>SAY 2 WORDS THAT RHYME WITH PEN</b>	<b>SAY 2 WORDS THAT RHYME WITH PIG</b>
<b>GO BACK 2 SPACES</b>				
<b>SAY 2 WORDS THAT RHYME WITH DOG</b>	<b>SAY 2 WORDS THAT RHYME WITH SUN</b>	<b>YOU'RE TIRED, TAKE A REST</b>	<b>SAY 2 WORDS THAT RHYME WITH BOOK</b>	

# Rhyme

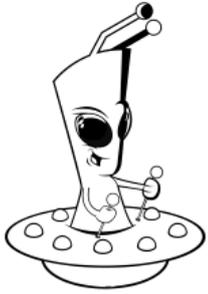
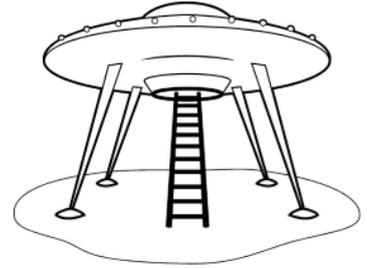
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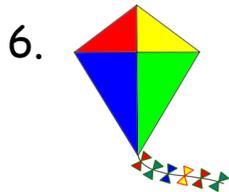
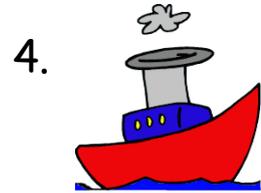
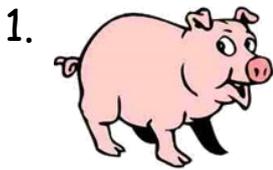
	<b>WHAT RHYMES WITH CA<u>KE</u>?</b>	<b>WHAT RHYMES WITH KE<u>Y</u>?</b>	<b>WHAT RHYMES WITH KI<u>TE</u>?</b>	<b>WHAT RHYMES WITH BO<u>A</u>T?</b>
				<b>SORRY LOSE A</b>
<b>WHAT RHYMES WITH CU<u>B</u>E?</b>	<b>WHAT RHYMES WITH SPOO<u>N</u>?</b>	<b>SAY 2 WORDS THAT RHYME WITH CA<u>KE</u></b>	<b>SAY 2 WORDS THAT RHYME WITH KE<u>Y</u></b>	<b>SAY 2 WORDS THAT RHYME WITH KI<u>TE</u></b>
<b>GO BACK 2 SPACES</b>				
<b>SAY 2 WORDS THAT RHYME WITH BO<u>A</u>T</b>	<b>SAY 2 WORDS THAT RHYME WITH CU<u>B</u>E</b>	<b>YOU'RE TIRED, TAKE A REST</b>	<b>SAY 2 WORDS THAT RHYME WITH MOO<u>N</u></b>	

# Consonant Review

Write the correct word under the pictures.  
Say each word out loud, segment the individual sounds and identify the consonants.



lion	wh <u>a</u> le	ki <u>t</u> e	pi <u>g</u>
ca <u>t</u>	bo <u>a</u> t	su <u>n</u>	do <u>g</u>



Circle the letters that are consonants.

r	c	g
a	z	v
q	o	u
f	e	x

# Plural endings (s or es)

Read the words in the box. Listen to the *s* and *es* sounds at the end of each word. Write the correct word from the box in the spaces.

wishes

bugs

boxes

crashes

apples

peas

eggs

matches

1. bug + s = \_\_\_\_\_

2. box + es = \_\_\_\_\_

3. apple + s = \_\_\_\_\_

4. egg + s = \_\_\_\_\_

5. crash + es = \_\_\_\_\_

6. wish + es = \_\_\_\_\_

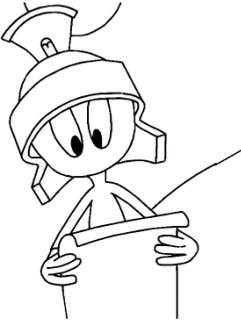
7. pea + s = \_\_\_\_\_

8. match + es = \_\_\_\_\_

Make a sentence with one of the words above.

---

# Syllables



Words are made up of syllables. Syllables are parts of words, for example, *sun* has one syllable, *Sunday* has two ( *sun* + *day* ) and *Saturday* has three ( *Sat* + *ur* + *day* ). Saying the separate syllables in the word can help you read, write and spell correctly.

Join these syllables together to make words. Write the words on the lines.

- |                           |                           |
|---------------------------|---------------------------|
| 1. aft + er = _____       | 6. broth + er = _____     |
| 2. ver + y = _____        | 7. Tues + day = _____     |
| 3. sat + ur + day = _____ | 8. Dec + em + ber = _____ |
| 4. be + fore = _____      | 9. to + night = _____     |
| 5. morn + ing = _____     | 10. kitt + en = _____     |



Divide these words into their separate syllables.

- |                             |                           |
|-----------------------------|---------------------------|
| 1. flower = _____ + _____   | 6. today = _____ + _____  |
| 2. Friday = _____ + _____   | 7. begin = _____ + _____  |
| 3. sister = _____ + _____   | 8. July = _____ + _____   |
| 4. yellow = _____ + _____   | 9. twenty = _____ + _____ |
| 5. nineteen = _____ + _____ | 10. going = _____ + _____ |

Make a sentence with one of the words above.

---

# Compound words

Find the compound word that best completes each sentence and write it in the space.

playground

playtime

broomstick

doormat

doorbell

seesaws

strawberries

armchair

hillside

downhill

1. An \_\_\_\_\_ is comfortable to sit on.
2. It is easier to run \_\_\_\_\_.
3. I love \_\_\_\_\_ and cream.
4. The witch flew away on her \_\_\_\_\_.
5. My friend rang the \_\_\_\_\_.
6. There are swings in the \_\_\_\_\_.

Join the compound words in the rockets to their synonyms in the planets.

everyone

flashlight

footpath

road

astronaut

torch

all

spaceman

pavement

highway

# Compound Syllables

Say each compound word. Clap the syllables. Write the compound word into the correct column.

Bookstore basketball wheelbarrow skateboard peppermint  
rattlesnake earthquake underground ballroom superman

Two Syllables

Three Syllables

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

# Compound Words

A **compound word** is made from two shorter words.

**Example:** air + plane = airplane



**Directions:** Read the two words below. Write them together as one compound word then match the word to the picture.

1. air + plane = \_\_\_\_\_



2. back + pack = \_\_\_\_\_



3. basket + ball = \_\_\_\_\_



4. paper + clip = \_\_\_\_\_



5. hair + brush = \_\_\_\_\_



6. rain + bow = \_\_\_\_\_



7. news + paper = \_\_\_\_\_



8. flower + pot = \_\_\_\_\_



# The short vowel sound **a**

## Spelling Practice

### Spelling Test Words

bat can cat and dam

bag flat had hat jam

lad mat man map pal

lamp camp lap rag glad

plan scat that chat chap

bang cash hang mash sang

Practice writing the spelling words below.


# The short vowel sound **a**

## Word Work

## Word Work

Write the words under the pictures below. Circle the words in the word search. The first one has been done for you.



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

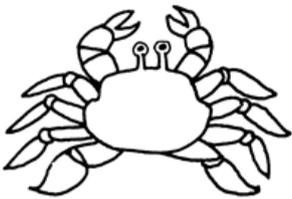
\_\_\_\_\_



\_\_\_\_\_

fan

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_

s	r	t	v	t	p
c	l	f	a	n	h
r	q	b	n	o	j
a	b	a	t	x	c
b	m	c	f	l	a
g	e	z	o	q	p

Write two sentences below using the vocabulary above.

1. \_\_\_\_\_  
-----  
\_\_\_\_\_
2. \_\_\_\_\_  
-----  
\_\_\_\_\_

# The short vowel sound **a**

## Word Work

### Word Work

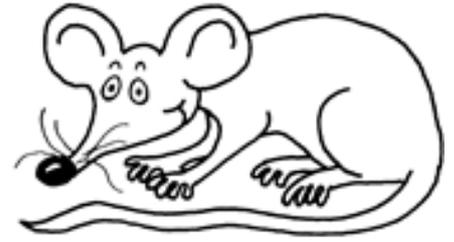
Write the missing CVC word in each sentence.

1. You wear a \_\_\_ \_\_\_ \_\_\_ on your head.
2. A \_\_\_ \_\_\_ \_\_\_ says meow.
3. You cook food in a \_\_\_ \_\_\_ \_\_\_.
4. A \_\_\_ \_\_\_ \_\_\_ keeps you cool.
5. Everyone's dad is a \_\_\_ \_\_\_ \_\_\_.
6. I \_\_\_ \_\_\_ \_\_\_ in my chair.
7. A \_\_\_ \_\_\_ \_\_\_ is small with a long tail.
8. You hit a ball with a \_\_\_ \_\_\_ \_\_\_ .
9. Some dinks come in a \_\_\_ \_\_\_ \_\_\_ .
10. Water comes from a \_\_\_ \_\_\_ \_\_\_ .

cat  
hat  
pan  
fan  
tap  
can  
bat  
man  
sat  
rat

Can you think of any other words? Write them below.


The short vowel sound **a**  
Reading



Story 1  
**Zac The Rat**

Zac is a rat. Zac sat on a can. The ants ran to the jam. Zac had a plan. Zac had a pan. Zac had a fan. The ants ran and ran. Zac had a nap.

Story 1 Comprehension

1. What is the name of the rat in the story? \_\_\_\_\_
2. Did Zac have a plan? \_\_\_\_\_
3. Did Zac have a nap? \_\_\_\_\_

Story 1 Read and Complete

1. Zac is a \_\_\_\_\_.
2. Zac had a \_\_\_\_\_.
3. The ants \_\_\_\_\_ and \_\_\_\_\_

# The short vowel sound **e**

## Spelling Practice

### Spelling Test Words

hen pen bed get men

ten wet yes said jet

met fed Jen vet yes

head seven mess bled fled

rest shell fetch them mend

bent best Beth spread packet

Practice writing the spelling words below.


# The short vowel sound e

## Word Work

### Word Work

Write the words under the pictures below. Circle the words in the word search. The first one has been done for you.



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

pen

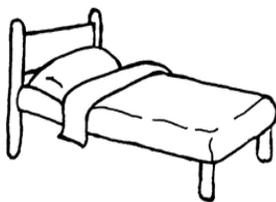
\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_

e	t	i	p	q	s
d	g	t	j	v	s
h	s	h	e	l	l
e	d	s	a	n	d
n	k	p	e	n	e
w	v	g	y	j	b

Write two sentences below using the vocabulary above.

1.

\_\_\_\_\_

-----

\_\_\_\_\_

2.

\_\_\_\_\_

-----

\_\_\_\_\_

# The short vowel sound e

## Word Work

### Word Work

Write the missing CVC word in each sentence.

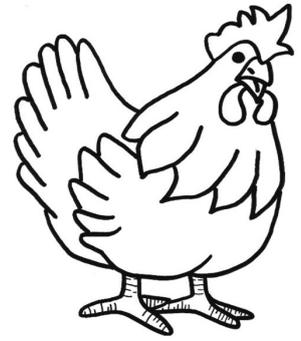
1. You sleep on a \_ \_ \_ .
2. You write with a \_ \_ \_ .
3. Five plus five equals \_ \_ \_ .
4. Mum \_ \_ \_ the dog.
5. My sick cat went to the \_ \_ \_ .
6. The hen ran back to the \_ \_ \_ \_ .
7. We flew on a \_ \_ \_ .
8. The spider made a \_ \_ \_ .
9. The \_ \_ \_ \_ man won.
10. The students took a \_ \_ \_ \_ .

pen  
bed  
ten  
vet  
shed  
web  
jet  
fed  
best  
test

Can you think of any other words? Write them below.


# The short vowel sound e

## Reading



## Story 1

### Peg The Hen

Ben has a pet hen. Peg has red legs and a red head. Peg gets set. Peg gets in a jet. The jet gets a test. Peg gets wet. The jet gets in a web. Peg then ran and ran. Peg went to bed.

#### Story 1 Comprehension

1. What is the red hen called? \_\_\_\_\_
2. Did Peg get wet? \_\_\_\_\_
3. Did Peg run? \_\_\_\_\_

#### Story 1 Read and Complete

1. Peg gets in a \_ \_ \_ \_
2. The jet gets in a \_ \_ \_ \_
3. Peg went to \_ \_ \_ \_.

# The short vowel sound **i**

## Spelling Practice

### Spelling Test Words

fit

his

bin

lid

mix

dig

fin

pin

did

ill

kid

fish

dish

chips

wish

wings

with

fixed

cliff

miss

sick

thick

blink

drink

twinkle

thing

insect

quick

sniff

dishes

Practice writing the spelling words below.


# The short vowel sound **i**

## Word Work

### Word Work

Write the words under the pictures below. Circle the words in the word search. The first one has been done for you.



\_\_\_\_\_

-----

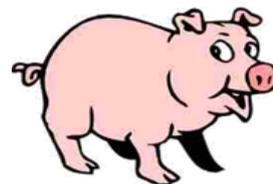
\_\_\_\_\_



\_\_\_\_\_

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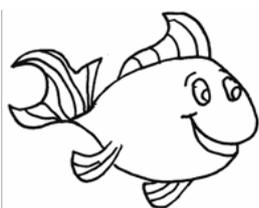
\_\_\_\_\_



\_\_\_\_\_

**pig**

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_

d	p	r	y	u	o
<b>p</b>	<b>i</b>	<b>g</b>	f	j	m
v	n	f	b	x	s
t	e	d	i	z	f
f	e	s	n	s	w
r	i	n	g	h	h

Write two sentences below using the vocabulary above.

1. \_\_\_\_\_  
-----  
\_\_\_\_\_
2. \_\_\_\_\_  
-----  
\_\_\_\_\_

# The short vowel sound **i**

## Word Work

### Word Work

Write the missing word in each sentence.

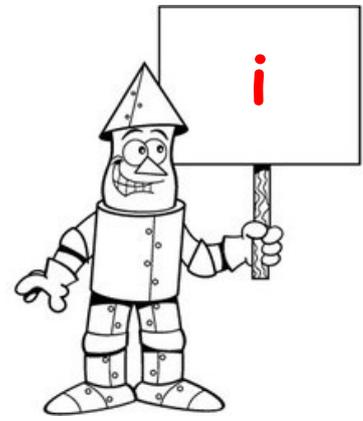
1. We saw a \_\_\_\_\_ in the pond.
2. I put my rubbish in the \_\_\_\_\_.
3. the man \_\_\_\_\_ the ball.
4. The opposite of small is \_\_\_\_\_.
5. the pig is \_\_\_\_\_.
6. Jill has a catching \_\_\_\_\_.
7. She had a gold \_\_\_\_\_ on her finger
8. I like to eat \_\_\_\_\_.
9. A fish can \_\_\_\_\_.
10. They \_\_\_\_\_ their homework.

mitt  
bin  
fish  
big  
pink  
hit  
ring  
chips  
swim  
finished

Can you think of any other words? Write them below.


# The short vowel sound **i**

## Reading



## Story 1

### The Tin Man

The Tin man has a bat. Jill has a mitt. Zac has a big ball. Will the Tin man hit the ball? The ball hits the mitt. The Tin man will not give up. The Tin man hits the ball.

#### Story 1 Comprehension

1. What does the tin man have? \_\_\_\_\_
2. What does the ball hit? \_\_\_\_\_
3. Does the tin man hit the ball? \_\_\_\_\_

#### Story 1 Read and Complete

1. The \_\_\_ man has a bat.
2. Jill has a \_\_\_\_\_.
3. The tin man \_\_\_\_\_ the ball.

# The short vowel sound o

## Spelling Practice

### Spelling Test Words

dog mop log dot cot

cog pod jog not fog

got hot box shop chop

sold clock socks mops pond

rocks strong wrong thongs second

wanted hopped dropped watched tadpoles

Practice writing the spelling words below.


# The short vowel sound o

## Word Work

### Word Work

Write the words under the pictures below. Circle the words in the word search. The first one has been done for you.



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



dog



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_

f	g	j	l	b	y
v	f	d	b	m	x
s	o	c	k	o	u
c	x	o	v	p	u
a	a	c	d	o	g
w	m	o	t	h	r

Write two sentences below using the vocabulary above.

1.

\_\_\_\_\_

-----

\_\_\_\_\_

2.

\_\_\_\_\_

-----

\_\_\_\_\_

# The short vowel sound o

## Word Work

### Word Work

Write the missing CVC word in each sentence.

1. I have a pet \_\_\_
2. I saw a \_\_\_ in the garden
3. I \_\_\_\_\_ my phone.
4. the eggs are in the \_\_\_
5. the door won't \_\_\_\_\_
6. There was a big green \_\_\_\_\_
7. The runner came \_\_\_\_\_ in the race.
8. Be careful! That is \_\_\_
9. We made a \_\_\_ fire.
10. We went to the \_\_\_\_\_.

lock  
dog  
box  
fox  
lost  
second  
hot  
frog  
log  
shop

Can you think of any other words? Write them below.


# The short vowel sound o

## Reading

### Story 1

### Mox the Fox

Mox is a fox. Mox has a shop. Bob is a hog. Bob helps Mox.  
Bob and Mox mix eggs in a pot. Bob drops the eggs. What a mess! Bob mops and mops. "It's a big job" said Bob. Mox helps Bob mop the shop.

#### Story 1 Comprehension

1. What animal is Mox? \_\_\_\_\_
2. What does Mox have? \_\_\_\_\_
3. Does Bob help Mox? \_\_\_\_\_

#### Story 1 Read and Complete

1. Mox is a \_\_\_\_\_.
2. Bob is a \_\_\_\_\_.
3. Bob \_\_\_\_\_ and \_\_\_\_\_.

# The short vowel sound **u**

## Spelling Practice

### Spelling Test Words

bun

bug

bus

cut

cup

run

nut

jug

mud

but

mum

rug

just

won

rub

hug

sun

up

buns

duck

scrub

bump

lunch

truck

stuck

crumbs

rushed

slumped

sulked

munched

Practice writing the spelling words below.


# The short vowel sound **u**

## Word Work

### Word Work

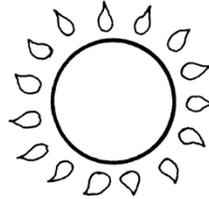
Write the words under the pictures below. Circle the words in the word search. The first one has been done for you.



---

---

---



---

---

---



duck



---

---

---



---

---

---

s	j	c	d	t	e
e	u	g	h	u	r
c	g	n	k	n	m
e	l	d	u	c	k
w	b	u	s	u	n
q	t	i	o	p	v

Write two sentences below using the vocabulary above.

1. 

---

---

---
2. 

---

---

---

# The short vowel sound **u**

## Word Work

### Word Work

Write the missing word in each sentence.

1. The \_\_\_ is in the sky.
2. A \_\_\_\_\_ is in the pond.
3. The students are on the \_\_\_\_\_.
4. He ate a \_\_\_\_\_.
5. My dog loves to \_\_\_\_\_.
6. I will ask my \_\_\_\_\_.
7. we \_\_\_\_\_ the game
8. I ate a cheese sandwich for \_\_\_\_\_.
9. A frog can \_\_\_\_\_.
10. The people looked \_\_\_\_.

bus  
sun  
run  
duck  
bun  
mum  
won  
lunch  
up  
jump

Can you think of any other words? Write them below.


# The short vowel sound **u**

## Reading

### Story 1

### Gus the duck

Gus the duck runs in the mud. Gus had fun in the mud. Gus gets in the tub. The tub has suds. Gus rubs and rubs. Gus has a sub in the tub. A bug is in the sub. It is fun in the tub. Gus hugs the bug.

#### Story 1 Comprehension

1. Did Gus have fun in the mud? \_\_\_\_\_
2. What does the tub have? \_\_\_\_\_
3. What is in the sub? \_\_\_\_\_

#### Story 1 Read and Complete

1. Gus the duck runs in the \_\_\_\_.
2. Gus gets in the \_\_\_\_.
3. It is fun in the \_\_\_\_.

# The short vowel sound oo

## Spelling Practice

### Spelling Test Words

book

look

cook

foot

wood

good

hook

took

wool

woof

hoof

bush

could

put

wolf

wooden

pull

push

should

stood

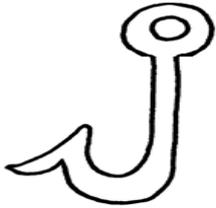
Practice writing the spelling words below.


The short vowel sound oo

## Word Work

## Word Work

Write the words under the pictures below. Circle the words in the word search. The first one has been done for you.



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



wolf



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_

w	b	u	l	l	i
o	s	w	r	u	h
f	s	b	o	o	k
o	x	w	o	l	f
o	u	d	v	o	d
t	c	h	o	o	k

Write two sentences below using the vocabulary above.

1.

\_\_\_\_\_

-----

\_\_\_\_\_

2.

\_\_\_\_\_

-----

\_\_\_\_\_

# The short vowel sound oo

## Word Work

### Word Work

Write the missing word in each sentence.

1. A man read a \_\_\_\_\_.
2. I have a sore \_\_\_\_\_.
3. The house \_\_\_\_\_.
4. He \_\_\_\_\_ his bag home.
5. They \_\_\_\_\_ on the table.
6. She was the most beautiful \_\_\_\_\_ there.
7. The farmer gathered the sheep's \_\_\_\_\_.
8. be careful of the pirates \_\_\_\_\_.
9. the cat hid in the \_\_\_\_\_.
10. They went to \_\_\_\_\_.

book  
hook  
shook  
foot  
took  
look  
stood  
wool  
woman  
bush

Can you think of any other words? Write them below.


## The short vowel sound oo

### Reading

# Story 1 The Wolf's Hook

A woman read a good book. The book told of a wolf with a hook in his foot. The wolf looked at the hook in his foot.

Brook the bull helped the wolf. Brook pulled the hook from the wolf's foot. The wolf stood. The wolf shook his foot. Then the foot felt good.

### Story 1 Comprehension

1. What did the wolf have in its foot? \_\_\_\_\_
2. Who helped the wolf? \_\_\_\_\_
3. What did Brook the bull do? \_\_\_\_\_

### Story 1 Read and Complete

1. A woman read a good \_\_\_\_\_.
2. The wolf looked at the \_\_\_\_\_ in his \_\_\_\_\_.
3. The \_\_\_\_\_ his foot.

# The long vowel sound **a**

## Spelling Practice

### Spelling Test Words

lake

late

cave

cake

made

make

came

grey

snail

train

may

lay

way

clay

tray

plate

grape

brake

snake

skates

played

whale

shade

shake

away

Practice writing the spelling words below.

a	ai	ay	ea

# The long vowel sound **a**

## Word Work

### Word Work

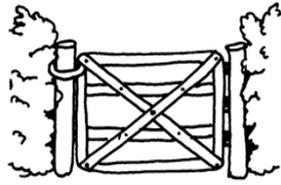
Write the words under the pictures below. Circle the words in the word search. The first one has been done for you.



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

plane

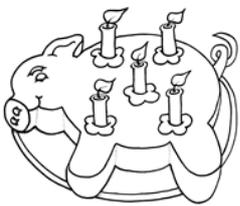
\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_

g	c	h	a	i	n
r	a	t	g	u	c
a	s	i	e	i	a
p	t	o	t	e	k
e	p	l	a	n	e
s	a	q	g	j	i

Write two sentences below using the vocabulary above.

1.

\_\_\_\_\_

-----

\_\_\_\_\_

2.

\_\_\_\_\_

-----

\_\_\_\_\_

# The long vowel sound **a**

## Word Work

Read the words below and write them into the proper columns.

play day train tray bay chain  
plain drain raise stay may great

ay	ai	ea
play		

**Directions:** Does the underlined words in the sentences below have a Long /a/ sound or a Short /a/? Tick the correct column.

1. Wilf <u>had</u> a <u>cat</u> .	Long <b>a</b>	Short <b>a</b>
2. Wilf put a <u>hat</u> on the <u>cat</u> .	Long <b>a</b>	Short <b>a</b>
3. Wilf told the cat to <u>stay</u> .	Long <b>a</b>	Short <b>a</b>

Circle the correct /a/ sound for each word.

1. hat	Long a	Short a
2. day	Long a	Short a
3. wait	Long a	Short a
4. can	Long a	Short a
5. map	Long a	Short a

# The long vowel sound a

## Reading

### Story 1

## Fay and Jane

Fay and Jane went to play at the lake. At the lake they played in a cave. They made a maze in the hay. On the same day, they had rain and hail, Fay and Jane ran back and drank lemonade.

“Let’s play games” said Jane.

“I will bake a cake. said Fay.

“Yay! Yay!” said Jane.

Jane and Fay will play and bake a cake.

Answer the questions about the story below.

1. Where did Fay and Jane play?

They played at the \_\_\_\_\_.

2. What did they play in?

They played in a \_\_\_\_\_.

3. What did they bake?

They baked a \_\_\_\_\_.

4. What did they drink?

They drank \_\_\_\_\_.

# The long vowel sound **e**

## Spelling Practice

### Spelling Test Words

me

he

see

feed

tree

seem

need

she

deep

key

she

free

three

cheese

street

tea

neat

easy

each

reach

green

seeking

mean

brief

leaf

teach

clean

flea

these

really

Practice writing the spelling words below.

ee	ey	ea	ie

# The long vowel sound e

## Word Work

## Word Work

Write the words under the pictures below. Circle the words in the word search. The first one has been done for you.



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---

---



bee



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---

---



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e	e	o	n	k	q
r	g	b	e	e	u
a	l	e	e	y	e
h	u	e	i	h	e
j	r	k	a	t	n
t	n	e	h	f	u

Write two sentences below using the vocabulary above.

1.

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---

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2.

---

---

---

# The long vowel sound e

## Word Work

Read the words below and write them into the proper columns.

see flea clean green seemed seeking  
please eating cheese meat key honey

ee	ea	ey
see		

**Directions:** Does the underlined words in the sentences below have a Long /e/ sound or a Short /e/? Tick the correct column.

1. Wilf had a rod and a <u>net</u> .	Long e	Short e
2. The pond is <u>deep</u> .	Long e	Short e
3. Dad got his <u>feet</u> wet.	Long e	Short e

Circle the correct /e/ sound for each word.

1. bed	Long e	Short e
2. read	Long e	Short e
3. feet	Long e	Short e
4. tent	Long e	Short e
5. pen	Long e	Short e

# The long vowel sound e

## Reading

### Story 1

#### Can Pete sleep?

Pete can not sleep. Pete needs help. "You need to sleep think of sheep" says Mum. "One, two, three sheep" says Pete. Then Pete sees the sheep! The sheep ran up the street past the tree! At last Pete can sleep.

Answer the questions about the story below.

1. Who can't sleep? \_\_\_\_\_ can't sleep.
2. Who says think of sheep? \_\_\_\_\_ says "Think of sheep"
3. Can Pete see the sheep? \_\_\_\_\_ he can.
4. Did Pete sleep after seeing sheep? \_\_\_\_\_ he did.

# The long vowel sound **I**

## Spelling Practice

### Spelling Test Words

my

why

kitee

winee

try

bikee

bitee

timee

wisee

dinee

fivee

pie

die

lion

life

climbe

high

fight

light

might

shinee

child

fly

smilede

whitee

kind

mild

crimee

night

shrinee

Practice writing the spelling words below.

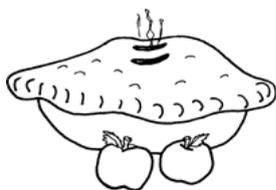
i	y	ie	igh

# The long vowel sound i

## Word Work

### Word Work

Write the words under the pictures below. Circle the words in the word search. The first one has been done for you.



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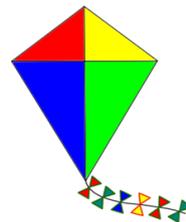
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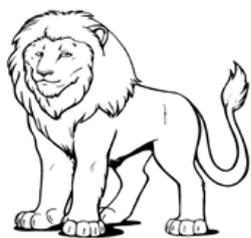
kite



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w	e	i	u	a	k
b	k	i	t	e	n
p	i	e	j	l	i
q	f	k	i	k	f
i	y	o	e	p	e
x	n	n	l	e	v

Write two sentences below using the vocabulary above.

1.

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---

---

2.

---

---

---

# The long vowel sound i

## Word Work

Read the words below and write them into the proper columns.

die cried flying tried why might  
white tied night try daylight quietly

ie	igh	y
die		

**Directions:** Does the underlined words in the sentences below have a Long /i/ sound or a Short /i/? Tick the correct column.

1. Wilma will be <u>nine</u> on <u>Friday</u> .	Long i	Short i
2. She'd <u>like</u> a <u>Chinese</u> meal.	Long i	Short i
3. They went to the <u>bright sky</u> .	Long i	Short i

Circle the correct /i/ sound for each word.

1. kite	Long i	Short i
2. sit	Long i	Short i
3. ride	Long i	Short i
4. bike	Long i	Short i
5. mitt	Long i	Short i

# The long vowel sound i

## Reading

### Story 1

## Hidei and Seeik

Spot is black and white. He rides bikes with Mike and Spike. Mike had a big kite. "Let's chase Mike says Spike." They play hide and seek. Spot decided to hide high in a tree. Mike and Spike could not find Spot. Mike and Spike looked until they lost daylight.

Answer the questions about the story below.

1. What colour is Spot?

Spot is \_\_\_\_\_ and \_\_\_\_\_.

2. Do Mike and Spike have cars?

\_\_\_\_, they don't.

3. What do they play?

They play \_\_\_\_\_ and \_\_\_\_\_.

4. Did they find Spot?

\_\_\_\_, they didn't.

# The long vowel sound o

## Spelling Practice

### Spelling Test Words

so

noteo

noseo

boneo

ropeo

toad

load

combo

toneo

droveo

copeo

stoneo

mopedo

droveo

brokeo

goat

moan

groan

croaked

low

slow

rowo

poko

stroo

lonoly

slowo

showo

noto

own

tooken

Practice writing the spelling words below.

o	oa	ow	oe

# The long vowel sound **o**

## Word Work

### Word Work

Write the words under the pictures below. Circle the words in the word search. The first one has been done for you.



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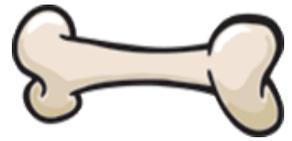
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bone

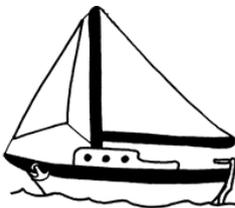
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k	v	g	o	i	y
b	b	o	n	e	f
o	h	a	o	g	a
a	k	t	s	o	o
t	l	h	e	d	a
y	t	a	o	c	s

Write two sentences below using the vocabulary above.

1.

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---

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2.

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---

---

# The long vowel sound o

## Word Work

Read the words below and write them into the proper columns.

slow boat know groan toe glow  
float load low roam foe toad

ow	oa	oe
slow		

**Directions:** Does the underlined words in the sentences below have a Long /o/ sound or a Short /o/? Tick the correct column.

1. Chip put on a red <u>coat</u> .	Long o	Short o
2. The coat had an <u>odd</u> smell.	Long o	Short o
3. He put the <u>dog</u> in the tub.	Long o	Short o

Circle the correct /o/ sound for each word.

1. got	Long o	Short o
2. hot	Long o	Short o
3. poke	Long o	Short o
4. stop	Long o	Short o
5. stone	Long o	Short o

# The long vowel sound o

## Reading

### Story 1

## The Soap Boat

"My soap boat is sailing away," cries Joe. The soap boat is lost at sea. "What is this?" groaned a lonely fish. The lonely fish followed the soap boat. The fish poked the soap boat. The soap boat floats on top. Joe grabs the soap boat.

"It's my soap boat," moaned Joe and he took his soap boat home.

Answer the questions about the story below.

- |                             |                    |
|-----------------------------|--------------------|
| 1. What is sailing away?    | The _____.         |
| 2. Where is it lost?        | Its lost at _____. |
| 3. Who grabs the soap boat? | _____.             |
| 4. Where did Joe go?        | Joe went _____.    |

# The long vowel sound **u**

## Spelling Practice

### Spelling Test Words

tube      tune      fume      mulee      cute

Duke      stew      few      fuel      dunes

fuse      view      new      music      Hugh

fused      tunic      rescue      statues      stupid

viewed      beautiful      unusual      tuna      queue

Hugh      ewe      mute      tulips      knew

Practice writing the spelling words below.

u	ew	ue	iew

# The long vowel sound u

## Word Work

### Word Work

Write the words under the pictures below. Circle the words in the word search. The first one has been done for you.



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---

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---

---

---



puma



---

---

---



---

---

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t	t	u	u	e	m
u	p	u	m	a	u
l	m	f	b	g	s
i	g	u	d	e	i
p	b	s	l	z	c
s	d	u	n	e	s

Write two sentences below using the vocabulary above.

1.

---

---

---

2.

---

---

---

# The long vowel sound u

## Word Work

Read the words below and write them into the proper columns.

tune music stew tube view knew  
rescue fuel few statue new viewed

u	ew	ue
tune		

**Directions:** Does the underlined words in the sentences below have a Long /u/ sound or a Short /u/? Tick the correct column.

1. Dad went to the <u>music</u> shop.	Long u	Short u
2. They went by <u>bus</u> .	Long u	Short u
3. There was a wild <u>puma</u> .	Long u	Short u

Circle the correct /a/ sound for each word.

1. hut	Long /u/	Short /u/
2. cute	Long /u/	Short /u/
3. tub	Long /u/	Short /u/
4. tube	Long /u/	Short /u/
5. bus	Long /u/	Short /u/

# The long vowel sound u

## Reading

### Story 1

## Duke the Puma

Duke the puma's best buddy is Dune Buggy. They play in the sand dunes. Dune Buggy rides on his back wheels. They drive on the dunes and play music. The view at the dunes is beautiful. Duke and Dune Buggy spin. Duke and Dune Buggy rule the dunes.

Answer the questions about the story below.

1. Who is the Puma's best buddy? \_\_\_\_\_ is the \_\_\_\_\_'s best buddy.
2. What do they play in? They play in the sand \_\_\_\_\_.
3. Do they play football? \_\_\_\_, they don't.
4. Who rules the dunes? \_\_\_\_\_ and \_\_\_\_\_ rule the \_\_\_\_\_.

# The long vowel sound oo

## Spelling Practice

### Spelling Test Words

do      goo      food      moon      too

tool      shoot      soon      zoo      spoons

shoe      boots      choose      rule      you

loops      tool      you      group      soup

youth      suit      grew      threw      fruit

smooth      loot      blew      flew      suits

Practice writing the spelling words below.

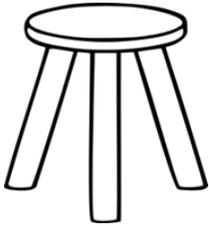
oo	ou	ui	ew

# The long vowel sound oo

## Word Work

### Word Work

Write the words under the pictures below. Circle the words in the word search. The first one has been done for you.



---

---

---



---

---

---



moon



---

---

---



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o	a	s	q	y	f
n	m	o	o	n	z
o	i	g	l	o	o
o	h	p	o	c	o
p	f	r	u	i	t
s	t	o	o	l	z

Write two sentences below using the vocabulary above.

1.

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2.

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# The long vowel sound oo

## Word Work

Read the words below and write them into the proper columns.

food moon grew tool school youth  
zoo you blew flew stool shoot

oo	ou	ew
food		

**Directions:** Does the underlined words in the sentences below have a Long /oo/ sound or a Short /oo/? Tick the correct column.

1. Gran was at pudding <u>wood</u> .	Long oo	Short oo
2. She had new <u>blue shoes</u> .	Long oo	Short oo
3. Mum <u>took</u> Gran too London.	Long oo	Short oo

Circle the correct /a/ sound for each word.

1. tool	Long /oo/	Short /oo/
2. moon	Long /oo/	Short /oo/
3. book	Long /oo/	Short /oo/
4. school	Long /oo/	Short /oo/
5. look	Long /oo/	Short /oo/

# The long vowel sound oo

## Reading

### Story 1

#### Sue

Sue is in a bad mood. Sue's cute mutt has Sue's boots and suit on the roof. Soon the sun will set.

"Bad mutt!" yells Sue. "Come off the roof soon!"

"Ruff, ruff," yells the mutt, as he began to chew Sue's suit.

"If you don't come off the roof, I will not feed you food!" Yells Sue.

But the cute mutt will not move or come off the roof. The mutt did not want food. Russ wants to run too. Russ is cool, so he will not be in a bad mood. But, if the mutt doesn't come off the roof soon, Sue will lose her cool.

Answer the questions about the story below.

1. Was Sue in a good mood?      \_\_\_\_, she wasn't.
2. Where were Sue's boots?      They were on the \_\_\_\_.
3. Who chewed Sue's suit?      The \_\_\_\_.
4. Did the mutt come down?      \_\_\_\_, it didn't.

# The diphthong **ir**

## Spelling Practice

### Spelling Test Words

hurt

turn

burst

curve

blur

dirt

shirt

flirt

earth

spurt

worm

work

world

dirt

girl

stir

thirst

ferns

heard

return

clerk

burn

fur

dirty

brother

sister

mother

stirred

searching

surprise

Practice writing the spelling words below.


# The diphthong **ir**

## Word Work

## Word Work

Write the words under the pictures below. Circle the words in the word search. The first one has been done for you.



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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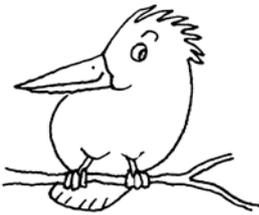
\_\_\_\_\_



\_\_\_\_\_

**worm**

\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_

g	i	r	l	e	d
e	a	g	f	r	h
s	s	k	i	r	t
r	b	b	i	p	r
u	t	w	o	r	m
n	d	k	q	c	j

Write two sentences below using the vocabulary above.

1.

\_\_\_\_\_

-----

\_\_\_\_\_

2.

\_\_\_\_\_

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\_\_\_\_\_

# The diphthong **ir**

## Word Work

Read the words below and write them into the proper columns.

girl turn burst curve bird thirst  
ferns dirt return blur shirt her

ir	ur	er

Circle the pictures below with the correct colour

 = ir

 = er

 = ur

 = or



Read the passage below and fill in the missing letters **ir**

Shirl is a girl. She's a schoolg\_\_\_. Shirl lives in Kirkland. Shirl has a pink sh\_\_t and a red sk\_\_t. Shirl hangs a bird house on her birch tree. Tweet, tweet, tweet. It's a b\_\_d in the birdhouse. Sh\_\_l twirls she is a happy girl.

# The diphthong **ir**

## Reading

### Story 1

### **Bird Rock**

Fern and her brother like to surf at bird rock. Bird rock has the best waves on earth. Here is a big wave Fern has to turn fast. Here is a bigger wave. Fern swims to meet it. Here comes a bigger wave. The wave turns over and makes a tube. Surfing in the tube is fun! Fern and her brother want to surf all day. Her dad says, "No way, maybe on your next birthday."

1. What does Fern like to do?
2. What does Fern's brother like to do?
3. Where do they surf?
4. Is surfing in the tube fun?
5. Can they surf all day?

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# The diphthong **or**

## Spelling Practice

### Spelling Test Words

fork

bor**ing**

four**th**

formed

law**n**

door

poor

floor

form

storm

por**ch**

four

tor**ch**

born

sore

soar

saw

clawed

lawn

clawed

faw**n**

yaw**ned**

caugh**t**

fough**t**

naugh**ty**

mor**ning**

snor**ted**

ignored

board**ing**

dorm**itory**

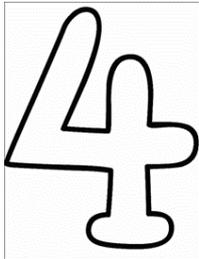
Practice writing the spelling words below.


# The diphthong **or**

## Word Work

### Word Work

Write the words under the pictures below. Circle the words in the word search. The first one has been done for you.



\_\_\_\_\_

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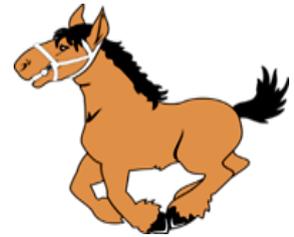
\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

horse

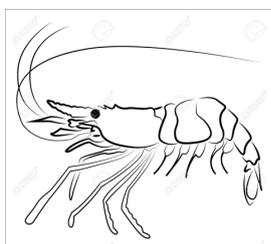
\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_

f	a	f	o	i	t
o	t	o	r	c	h
u	c	r	s	a	l
r	g	k	g	x	k
h	h	o	r	s	e
p	r	a	w	n	y

Write two sentences below using the vocabulary above.

1.

\_\_\_\_\_

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\_\_\_\_\_

2.

\_\_\_\_\_

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\_\_\_\_\_

# The diphthong **or**

## Word Work

Read the words below and write them into the proper columns.

door floor storm tour torch cord  
clawed fawn cork lawn form fourth

or	our	aw

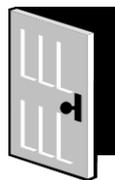
Circle the pictures below with the correct colour

 = or

 = ore

 = aw

 = oar



Read the passage below and fill in the missing letters **aw, or**

One m\_\_ning a f\_\_n was b\_\_n. It was a talking fawn. The fawn talked about a horse in st\_\_m. The other animals were b\_\_ed, so the fawn talked less than before.

## The diphthong **or** Reading

### Story 1 **Tory's Horse**

A girl called **Tory** has a horse named **Glory**. **Glory** plays on **Tory's** lawn. **Tory** forgot to close the gate and **Glory** got out. **Tory** saw the horse from the small porch. It was morning and the sky was stormy. **Tory** found **Glory** with a thorn in her foot. The poor horse had a sore foot. **Tory** called **Paul** for support. **Paul** and **Tory** called the vet to help. Now **Glory** is back to normal.

1. What is the horse's name?
2. Where does *Glory* play?
3. Was it morning or night?
4. What did *Glory* have in her foot?
5. Who did **Paul** and **Tory** call?

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# The diphthong **air**

## Spelling Practice

### Spelling Test Words

air

fair

hair

fairy

pair

stair

cared

glare

scared

stared

dare

share

hare

spare

snare

bear

pear

swear

where

there

their

declare

scary

daring

careful

aware

pear

staring

scared

spare

Practice writing the spelling words below.


# The diphthong air

## Word Work

### Word Work

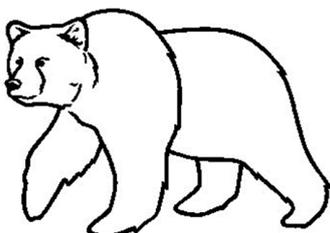
Write the words under the pictures below. Circle the words in the word search. The first one has been done for you.



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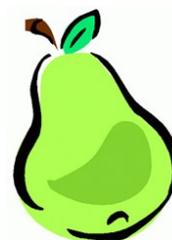
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---

pear

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c	h	a	i	r	f
b	s	y	u	a	x
e	f	t	i	k	d
a	g	r	t	c	l
r	r	p	e	a	r
f	a	i	r	y	g

Write two sentences below using the vocabulary above.

1.

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2.

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# The diphthong **air**

## Word Work

Read the words below and write them into the proper columns.

air hair fairy cared bear spare  
glare fair swear aware pair dare

air	ear	are

Circle the pictures below with the correct colour

 = air

 = ear

 = are



Read the passage below and fill in the missing letters **air**

A fairy sat alone on a mushroom ch\_\_\_. Her fairy friends were floating on the air. The f\_\_\_ haired fairies looked like golden canneries.

# The diphthong **air**

## Reading

### Story 1

## Claire the Bear

"It's not fair," declared Claire, the hairy bear. "I want my share!" The bears were eating pears and sitting on their chairs. Claire the bear sat on a chair and glared. "Can we share?" said Claire. The bears were aware of Claire staring and they didn't dare eat all the pears. They were scared of Claire the hungry bear.

There were plenty of pears spare so they gave her a fair share.

1. What animal is Claire? \_\_\_\_\_
2. What were the bears eating? \_\_\_\_\_
3. What were the bears sitting on? \_\_\_\_\_
4. Were the bears scared of Claire? \_\_\_\_\_
5. Did Claire get a fair Share? \_\_\_\_\_

Date completed \_\_\_\_\_

# The diphthong **oy**

## Spelling Practice

### Spelling Test Words

boy      coin      coil      ploy      soil

oil      spoilt      noise       poison      convoy

oink      ointment      annoy      destroy      enjoy

join      joining      ointment      Troy      Joy

Roy      Ploy      enjoying      spoiling      annoyed

Practice writing the spelling words below.


# The diphthong oy

## Word Work

### Word Work

Write the words under the pictures below. Circle the words in the word search. The first one has been done for you.



\_\_\_\_\_

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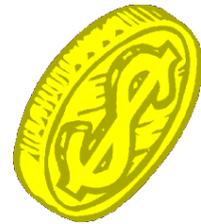
\_\_\_\_\_



\_\_\_\_\_

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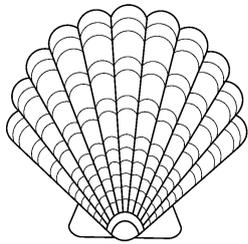
\_\_\_\_\_



\_\_\_\_\_

coin

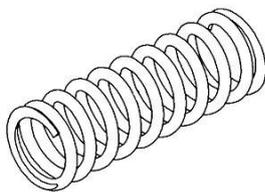
\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_

b	a	a	o	i	c
o	s	t	y	k	o
y	b	i	o	l	i
v	m	w	p	y	l
d	c	o	i	n	o
o	y	s	t	e	r

Write two sentences below using the vocabulary above.

1.

\_\_\_\_\_

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\_\_\_\_\_

2.

\_\_\_\_\_

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\_\_\_\_\_

# The diphthong **oy**

## Word Work

Read the words below and write them into the proper columns.

boy joy spoilt oil convoy join  
noise coin poison annoy Roy Ploy

oy	oi

Circle the pictures below with the correct colour

 = oy

 = oi



Read the passage below and fill in the missing letters **oy**

Floyd is a royal b\_\_\_. Floyd and his dad go shopping in Toy-land. Fl\_\_d asks his dad for a convoy of trucks. His dad gives him a conv\_\_ of trucks and a t\_\_ box.

# The diphthong **oy**

## Reading

### Story 1

## Troy's Toys

A boy named Troy had lots of toys. His favorite toy was a train called Roy. One day he lost Roy. It spoilt his day and he was very annoyed. Troy asked some boys to help him look for Roy. One of the boys had a plan. He took some oil and a coil of rope. He dipped the rope in the oil. Then he pulled the rope through the soil where Troy had lost Roy.

Roy the train stuck to the oil and joined on the coil. Then the boy had his favorite toy back. He was overjoyed. Troy gave the boys some coins and enjoyed his day.

1. Who had lots of toys? \_\_\_\_\_
2. What was his favourite toy called? \_\_\_\_\_
3. What was the rope dipped in? \_\_\_\_\_
4. Did Roy join the coil? \_\_\_\_\_
5. Who gave the boys some coins? \_\_\_\_\_

# The diphthong **ar** and **uh**

## Spelling Practice

### Spelling Test Words

car

barn

stars

farm

scarf

grass

parked

dart

market

chaff

started

dark

carpet

barley

harm

laugh

castle

smart

darted

marched

alarm

asked

shark

phone

calf

photo

elephant

coughed

cough

farmyard

Practice writing the spelling words below.


# The diphthong **ar** and **fuh**

## Word Work

### Word Work

Write the words under the pictures below. Circle the words in the word search. The first one has been done for you.



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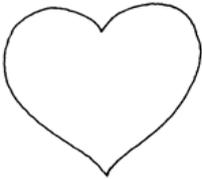
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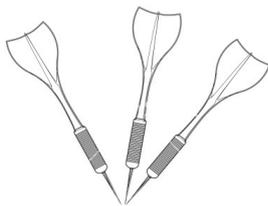
shark



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c	a	r	t	r	d
s	r	a	h	d	a
f	g	t	v	a	r
a	h	s	h	s	t
s	h	a	r	k	s
h	e	a	r	t	c

Write two sentences below using the vocabulary above.

1.

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2.

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# The diphthong **ar** and **fuh**

## Word Work

Read the words below and write them into the proper columns.

car started asked darted dark alarm  
shark calf cough photo chaff large

a	ar	ph gh (fuh)

Circle the pictures below with the correct colour

 = ar

 = ph



Read the passage below and fill in the missing letters **ar**

M\_\_k had a sm\_\_t new car. He drove his car to the mar-  
ket. He parked at the park. Then he bought a new scarf.  
Mark drove home before d\_\_k.

# The diphthong **ar** and **ur**

## Reading

### Story 1

### The **Farm** **Yard**

The **dog** **bar**ked as **carl** **dr**ove into the **farm** **yar**d. He could see **marg**eu, dressed in a **ligh**t**scar**f and **co**at, **dig**ging in the **gar**den. He **par**ked his **car** and **walk**ed to the **larg**eu barn. **Carl** **want**ed to do his **par**t. It would be **har**d, but he **kn**ew it was the **smar**t thing to do!

1. Who drove into the farm yard?
2. What did the dog do?
3. Where was marge digging?
4. Who wanted to do his part?

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# The diphthong **ow**

## Spelling Practice

### Spelling Test Words

cow

down

how

now

owl

town

brown

crowd

prowl

crown

frown

loud

out

cloud

found

mound

sound

round

bound

pound

power

pounded

prowled

bough

shower

allowed

doubted

howled

ground

mouth

Practice writing the spelling words below.


# The diphthong **ow**

## Word Work

## Word Work

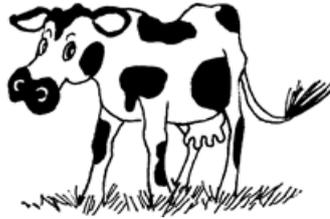
Write the words under the pictures below. Circle the words in the word search. The first one has been done for you.



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---

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house



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m	h	o	u	s	e
o	o	t	y	u	u
u	m	u	u	y	w
s	l	i	t	o	i
e	w	t	c	h	m
o	o	u	v	n	b

Write two sentences below using the vocabulary above.

1.

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2.

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# The diphthong **ow**

## Word Work

Read the words below and write them into the proper columns.

down cow mound prowl shower brown  
mouse ground bough owl shout found

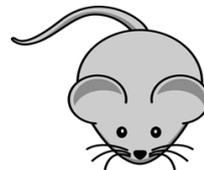
ou	ow	ough

Circle the pictures below with the correct colour

 = ou

 = ow

 = ough



Read the passage below and fill in the missing letters **ou, ow**

There was a noise \_\_tside the h\_\_se. An old car stopped with a bang and a big cl\_\_d of smoke. A man got \_\_t. He had a fl\_\_ering blue cloak.

## The diphthong **ow**

### Reading

# Story 1

## The **Brown Mouse**

One **n**ight a **br**own **mo**use **l**eft his **ho**use. The **mo**use **d**idn't **kn**ow there **w**as an **ow**l on the **pro**wl. The **ow**l **l**ooked **d**own on the **gro**und and **s**aw the **br**own **mo**use.

The **br**own **mo**use **f**ound some **n**uts and **p**ut them in his **mo**uth.

But as he **b**ounded **a**long the **gro**und, the **n**uts **r**olled out of his **mo**uth and **d**own a **mo**und. There **w**as also a **co**w on the **gro**und. The **co**w **w**arned the **br**own **mo**use that there **w**as an **ow**l on the **pro**wl. The **mo**use **r**an **a**round and **u**p and **d**own **u**ntil he **f**ound a **mo**und on some **s**afe **gro**und.

1. What colour was the mouse? \_\_\_\_\_

2. What was on the prowl? \_\_\_\_\_

3. What did the mouse find? \_\_\_\_\_

4. Where was the cow? \_\_\_\_\_

5. Who warned the mouse? \_\_\_\_\_

# Soft c and g Spelling Practice

## Spelling Test Words

city

cents

ice

race

fence

glance

prince

strange

place

cyclone

dance

raced

circle

circus

ceiling

center

badgers

gent

giant

edge

gem

fudge

magic

cages

badge

fridge

charging

giraffe

imagine

suggest

Practice writing the spelling words below.


## Soft c and g Reading

### Story 1 The Cinema in the City

Cindy was on her way to the cinema in the city. She trudged past a fence and a hedge. Suddenly a gentle giant danced and pranced around her.

He showed her a large gem. Cindy glanced at the gem.

Cindy gave the huge giant sixty cents for the gem. Then she went to the cinema and watched a magical film about a prince.

1. Where is the cinema?
2. What danced around her?
3. What did Cindy glance at?
4. What did Cindy give the giant?

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# The diphthong **sh** and **zh**

## Spelling Practice

### Spelling Test Words

special      ocean      attention      pollution      patient

machine      motion      station      invention      sure

precious      delicious      attention      invention      reflection

erosion      treasure      vision      television      decision

Practice writing the spelling words below.


# The diphthong **sh** and **zh**

## Word Work

Read the words below and write them into the proper columns.

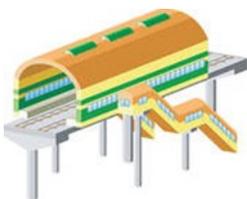
special ocean station erosion invention sure  
television station pollution patient vision delicious

sh	zh

Circle the pictures below with the correct colour

 = sh

 = zh



Read the passage below and fill in the missing letters.

Mike wanted to watch television. Mike's favourite show was on. It was about dolphins in the o\_\_ \_\_ \_\_n. It was a special show so his mum watched it too. They watched the graceful motion of the dolphins in the ocean. It was a very special night.

# The **Sh** and **zh** Sounds

## Reading

### Story 1

## Television Show

A special show was going to be on television. John raced inside and turned on his favourite station.

The show on television was about the ocean being in danger.

John found out that the ocean is precious and people need to pay attention to the problem of pollution. The man on the television show said that everyone needs to pay attention.

1. What was going to be on television?
2. Who raced inside?
3. What was in danger?
4. What is precious?

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# Year 2 Grammar Skills

## Part 1: Capital Letters and Full Stops

Add capital letters and full stops to these sentences.

1. my dog is called max
2. we went to the park on saturday
3. sam likes ice cream
4. i can see a big tree

## Part 2: Add an Adjective

Add one describing word (adjective) to make the sentence more interesting.

Example:

I have a **red** ball.

1. The cat is \_\_\_\_\_.
2. It is a \_\_\_\_\_ house.
3. She has a \_\_\_\_\_ bag.
4. We saw a \_\_\_\_\_ bird.

## Part 3: Make a Sentence

Use the words to make a full sentence.

Remember: Capital letter at the start and a full stop at the end!

1. playing / is / Tom / football
2. the / ran / dog / fast
3. happy / she / is

# Year 2 Grammar Skills

## Part 4: Choose the Correct Word

Circle the correct word to complete each sentence.

1. She (is / are) my friend.
2. They (was / were) playing outside.
3. I (has / have) a blue bike.
4. The dog (run / runs) very fast.

## Part 5: Question or Statement?

Write **Q** for question or **S** for statement.

1. Where is my coat
2. I like apples
3. Can you help me
4. The sun is shining

**Extra challenge:** Add the correct punctuation at the end.

## Part 6: Add "and" or "but"

Choose **and** or **but** to complete the sentence.

1. I like milk \_\_\_\_\_ I do not like juice.
2. Tom played football \_\_\_\_\_ he scored a goal.
3. It was raining \_\_\_\_\_ we took our coats.
4. She wanted to go outside \_\_\_\_\_ it was too cold.

# Year 2 Grammar Skills

## Part 7: Plurals (Adding -s or -es)

Write the plural form of each word.

1. cat → \_\_\_\_\_

2. bus → \_\_\_\_\_

3. fox → \_\_\_\_\_

4. toy → \_\_\_\_\_

**Challenge:** Why do some words need -es instead of just -s?

## Part 8: Past or Present?

Read the sentence. Is it written in the **past** or the **present**?

Write **P** for present or **Pa** for past.

1. I walk to school. \_\_\_\_\_

2. She played in the garden. \_\_\_\_\_

3. We are eating lunch. \_\_\_\_\_

4. They jumped in puddles. \_\_\_\_\_

**Extra:** Change one present sentence into the past.

## Part 9: Expanded Noun Phrases

Add two describing words to make the noun phrase more interesting.

Example: the dog → the **small brown** dog

1. the tree → \_\_\_\_\_

2. a car → \_\_\_\_\_

3. the house → \_\_\_\_\_

# Year 2 Grammar Skills

## Part 10: Apostrophes for Possession

Add the apostrophe to show that something belongs to someone.

1. The girls coat is red.
2. That is Bens hat.
3. The dogs tail was wagging.
4. It is Amys book.

**Challenge:** Write your own sentence to show something belongs to someone.

## Part 11: Correct the Sentence

Each sentence has one mistake. Rewrite it correctly.

1. she went to the park
2. We was happy.
3. the cat sat On the mat.
4. i have two brother.

## Part 12: Using "because"

Finish each sentence using **because**.

1. I wore my coat because \_\_\_\_\_.
2. She was smiling because \_\_\_\_\_.
3. We stayed inside because \_\_\_\_\_.
4. He was tired because \_\_\_\_\_.

**Extra Challenge:** Write one sentence of your own using **because**.

# Year 2 Grammar Skills

## Part 13: Contractions (Shortened Words)

Write the contraction (short form).

Example: do not → don't

1. can not → \_\_\_\_\_

2. I am → \_\_\_\_\_

3. she is → \_\_\_\_\_

4. they are → \_\_\_\_\_

5. did not → \_\_\_\_\_

**Challenge:** Use one contraction in a sentence.

## Part 14: Commas in a List

Add commas to separate the items in each list.

1. I have apples oranges bananas and grapes.

2. She packed her shoes socks jumper and hat.

3. We saw lions tigers and monkeys at the zoo.

4. He bought pencils pens rulers and crayons.

**Extra:** Write your own sentence with a list of three things.

## Part 15: Verbs (Action Words)

Underline the verb (doing word) in each sentence.

1. The baby cried loudly.

2. Tom kicked the ball.

3. The bird flew away.

4. We laughed at the joke.

**Challenge:** Write a sentence with two verbs.

# Year 2 Grammar Skills

## Part 16: Sentence Types

Read each sentence and decide if it is a:

- Statement
- Question
- Command
- Exclamation

1. Please tidy your room. \_\_\_\_\_
2. What is your name \_\_\_\_\_
3. The sun is shining today. \_\_\_\_\_
4. Watch out! \_\_\_\_\_

## Part 17: Common and Proper Nouns

Circle the **proper noun** in each sentence.

1. We went to London.
2. My friend is called Aisha.
3. I saw Mr Brown at school.
4. We visited Tesco.

**Challenge:** Write one sentence with a proper noun.

## Part 18: Adverbs (How Something Happens)

Choose a word from the box to complete the sentence.

**slowly happily quietly quickly**

1. The turtle walked \_\_\_\_\_.
2. She sang \_\_\_\_\_.
3. The boy ran \_\_\_\_\_ to school.
4. The baby slept \_\_\_\_\_.

# Year 2 Grammar Skills

## Part 19: Capital Letters for Names and Places

Rewrite each sentence correctly. Add capital letters where needed.

1. we went to london on monday.
2. my teacher is called miss jones.
3. sam and ali live in manchester.
4. we visited legoland in windsor.

**Challenge:** Write a sentence with the name of a place and a person.

## Part 20: Choosing the Correct Tense

Choose the correct verb.

1. Yesterday, I (walk / walked) to school.
2. She (plays / played) in the garden last night.
3. Today, we (eat / ate) pizza for lunch.
4. They (jump / jumped) over the puddle this morning.

**Extra:** Write one sentence in the past tense.

## Part 21: Complete the Sentence

Finish the sentence so it makes sense.

1. The dog barked because \_\_\_\_\_.
2. I was excited when \_\_\_\_\_.
3. We could not play outside because \_\_\_\_\_.
4. She felt proud when \_\_\_\_\_.

**Challenge:** Write a sentence with **and** and **because** in it.

# Year 2 Grammar Skills

## Part 22: Adding -ed to Show the Past

Choose the correct word.

1. Yesterday, I (jump / jumped) on the trampoline.
1. Mum (cook / cooked) dinner last night.
1. We (watch / watched) a film after school.
1. The baby (cry / cried) in the night.

Extra: Write one verb and change it to the past tense by adding **-ed**.

---

## Part 23: Using and to Join Sentences

Join the sentences using **and**.

1. I have a pencil. I have a rubber.

---

2. The cat ran away. The dog chased it.

---

3. She drew a picture. She coloured it.

---

4. We played a game. We had fun.

---

Challenge: Write your own sentence using **and**.

---

# Year 2 Grammar Skills

## Part 24: Capital Letters and Full Stops

Rewrite the sentence with the correct **capital letters** and **full stops**.

1. my brother likes football

---

2. we went to the park yesterday

---

3. the dog ran across the road

---

4. i saw a rainbow in the sky

---

Extra: Write one sentence with a **capital letter** and a **full stop**.

---

## Part 25: Questions

Add a **question mark (?)** to the sentence.

1. Where is my book

---

2. Can you help me

---

3. What is your favourite colour

---

Challenge: Write your own **question sentence**.

---

# Year 2 Grammar Skills

## Part 26: Adjectives (Describing Words)

Choose the best describing word.

1. The (big / tiny) elephant walked slowly.

1. I ate a (sweet / loud) apple.

1. She wore a (red / noisy) hat.

Extra: Write a sentence using a describing word.

---

## Part 27: Using because

Finish the sentence so it makes sense.

1. I was happy because \_\_\_\_\_.

1. The boy ran home because \_\_\_\_\_.

1. We wore coats because \_\_\_\_\_.

1. She laughed because \_\_\_\_\_.

Challenge: Write a sentence using **because**.

---

## Part 28: Plurals (Adding -s or -es)

Write the plural of the word.

1. cat → \_\_\_\_\_

1. box → \_\_\_\_\_

1. dog → \_\_\_\_\_

1. bus → \_\_\_\_\_

Extra: Write two nouns and change them into plurals.

---

# Year 2 Grammar Skills

## Part 29: Nouns (Naming Words)

A **noun** is a naming word. It can be a **person, place, or thing**.

Circle the noun in each sentence.

1. The **teacher** read a story to the class.

1. The **dog** slept on the sofa.

1. We went to the **park** after school.

1. Dad washed the **car** on Saturday.

Write a noun that names a **person**: \_\_\_\_\_

Write a noun that names a **place**: \_\_\_\_\_

Write a noun that names a **thing**: \_\_\_\_\_

Challenge: Write a sentence that includes **two nouns**.

---

## Part 30: Verbs (Action Words)

A **verb** is an **action word**. It tells us what someone or something is doing.

Circle the verb in each sentence.

1. The boy **ran** across the field.

1. The baby **laughed** loudly.

1. We **played** football at break time.

1. The bird **flew** over the trees.

Write one verb that shows something you can do: \_\_\_\_\_

Write a sentence using that verb:

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# Spelling Test

## Short a

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# Spelling Test

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# Spelling Test

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# Spelling Test

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# Spelling Test

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# Spelling Test

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# Year 2 Requirement

## Reading – Word Reading + Fluency

The pupil can:

- ☑ Read most **Phase 6 phonemes**
  - ☑ Read **Year 2 common exception words**
  - ☑ Decode unfamiliar words using phonics
  - ☑ Read words with common suffixes:
    - ☑ -ed
    - ☑ -ing
    - ☑ -er
    - ☑ -est
    - ☑ -ly
    - ☑ -ful
    - ☑ -less
  - ☑ Read words with **contractions** (can't, didn't, I'm)
  - ☑ Read **two-syllable words** confidently
  - ☑ Read **compound words** (football, bedroom, playground)
  - ☑ Read aloud with increasing **fluency and expression**
  - ☑ Self-correct when reading does not make sense
- 

## Reading – Comprehension

The pupil can:

- ☑ Read a short text independently
  - ☑ Answer **who / what / where / when / why** questions
  - ☑ Retell a story in the correct order
  - ☑ Identify the **main events** in a story
  - ☑ Make simple **predictions** about what might happen next
  - ☑ Explain what has happened in a story
  - ☑ Discuss **favourite words or parts** of a text
  - ☑ Recognise different text types (story, information, poem)
  - ☑ Identify **characters and setting**
  - ☑ Make simple **inferences about characters' feelings**
- 

## Writing – Composition

The pupil can:

- ☑ Write **sentences that make sense**
  - ☑ Write a **short sequence of sentences** to tell a story
  - ☑ Use **capital letters and full stops** correctly
  - ☑ Use **question marks** correctly
  - ☑ Use **exclamation marks** occasionally
  - ☑ Join ideas using **and / but / because / when**
  - ☑ Write in **past tense** when needed
  - ☑ Re-read writing to check it makes sense
  - ☑ Add **adjectives** to describe nouns
  - ☑ Write about real events and stories
-

# Year 2 Requirement

## 1. Word Reading (Phonics & Decoding)

Checks if pupils can read words expected by the end of KS1.

**Tasks might include:**

- Read a list of **20–30 words**
- Words with:
- suffixes (-ed, -ing, -er, -est, -ly)
- contractions
- compound words
- two-syllable words

Read these words aloud.

played  
jumping  
teacher  
slowly  
football  
can't  
winter  
painted

## 2. Basic Sentence Reading

Teacher checks: decoding, fluency, accuracy

1 Read the sentences.

1. The little dog ran across the green field.
1. Mum baked a cake for the party.
1. We walked through the park after school.

Teacher checks: pace, expression, accuracy

# Year 2 Requirement

## 3. Reading Comprehension

One **short story or information text** (120–180 words).

Questions check:

- literal understanding
- inference
- vocabulary
- sequencing
- prediction

Example question types:

1. Who is the main character?
2. Where did the story take place?
3. Why was the boy worried?
4. What happened at the end?
5. How do you think the character felt? Why?

## 4. Spelling Assessment

Usually **10–20 words** from the **Year 2 common exception list**.

Example spelling test:

1. people
1. because
1. could
1. should
1. great
1. beautiful
1. every
1. again
1. climb
1. break

Teacher checks: phonetic spelling, common exception words

# Year 2 Requirement

## 5. Grammar & Punctuation Assessment

Short exercises covering Year 2 grammar.

Example sections:

### A. Identify Word Types

Circle the noun:

The **dog** chased the ball.

Circle the verb:

She **jumped** over the puddle.

Circle the adjective:

The **red** balloon floated away.

### A Fix the Sentence

Add capital letters and punctuation.

yesterday we went to the park

---

### B. Join Sentences

Join with **and / but / because**.

I wore my coat. It was cold.

---

### C. Tense

Choose the correct word.

Yesterday we (play / played) outside.

# Year 2 Requirement

## 6. Writing Task (Main Assessment)

This is usually the **most important part**.

Option A – Story Writing

Write a short story about this picture.

Teacher assesses: sentence structure, punctuation, vocabulary, story sequence, use of adjectives

Expected length:

**5–8 sentences**

---

Option B – Recount Writing

Write about **what you did at the weekend**.

Teacher checks: past tense, sentence organisation, basic punctuation

---

## 7. Handwriting Check

Short copying task.

Example:

Copy this sentence carefully.

The children played happily in the sunny playground.

Teacher checks: letter formation, spacing, line control, neatness

---

# Year 2 Requirement

## 50 Common Words for Year 2

1. the
2. and
3. a
4. to
5. said
6. he
7. she
8. we
9. they
10. you
11. was
12. were
13. is
14. are
15. be
16. have
17. has
18. had
19. I
20. my
21. your
22. our
23. their
24. of
25. in
26. on
27. at
28. for
29. with
30. there
31. here
32. where
33. when
34. because
35. people
36. could
37. should
38. would
39. again
40. every
41. great
42. pretty
43. little
44. very
45. some
46. one
47. two
48. come
49. like
50. went

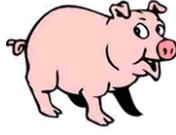
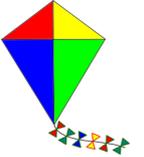
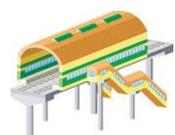






# Essential Vocabulary

Students should learn all of this vocabulary gradually throughout the course. Students should listen and repeat the words with correct pronunciation. Students should listen and repeat the individual sounds of each word. Practice blending and segmenting the sounds and words.

a  	e  	i  	o  	u  	oo  
a  	e  	i  	o  	u  	oo  
ir  	or  	ar  	air  	oy  	ow  
c(s)  	g(j) 	o(w) 	ph(fuh) 	sh 	zh 

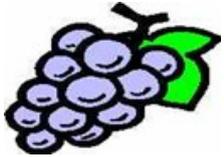
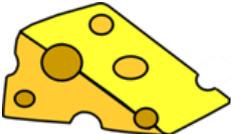
Note any difficulties that the student may be having,

The student should be starting to recognize the colour coding by this stage. Make sure the student knows this vocabulary and can name the sounds above each picture.

Student can name every picture and the coded sound. Date completed \_\_\_\_\_

# Essential Vocabulary

Students should learn all of this vocabulary gradually throughout the course. Students should listen and repeat the words with correct pronunciation. Students should listen and repeat the initial blends and digraphs. The student should be clearly making continuous

bl 	cl 	fl 	gl 
pl 	br 	cr 	dr 
fr 	gr 	pr 	tr 
sk 	sl 	sm 	sn 
sp 	st 	sw 	tw 
ch 	sh 	ng 	th 

sounds. Make sure the student knows this vocabulary and the sounds

Student can say all blends and digraph sounds. Date completed \_\_\_\_\_

# YEAR 2

This book is designed to help Year 2 students improve their English skills as part of the Key Stage 1 curriculum.

Through engaging activities and age-appropriate content, children will develop essential language skills in reading, writing, speaking, and listening.

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