**Year 2 phonics - week beginning 22.2.21**

Phonics play is a very useful website – they are currently offering a 2 week free trial which you need to register for. The cost is then £6 for the year if you decide to take out a subscription.

Please follow the link to phonics play, then choose phase 5 – flashcard time challenge/speed trial – do this every day. Then buried treasure and tricky word trucks.

[**https://www.phonicsplay.co.uk/**](https://www.phonicsplay.co.uk/)

**Ruth Miskin from Read, Write Inc phonics is doing speed sounds lessons on You tube for children at 9.30 each day. Each lesson will then be available for 24 hours so you don’t need to access it at precisely that time. We have covered most of these sounds but the lessons are good revision work or reinforcement.**

[**https://www.ruthmiskin.com/en/find-out-more/parents/**](https://www.ruthmiskin.com/en/find-out-more/parents/)

If you click on the youtube link you can select set 3 sounds

There is also:

Read longer words: for children who can read Set 3 sounds and words confidently.

Read Red Words 2: for children who are reading Yellow, Blue and Grey Read Write Inc. Storybooks. Many children are able to read these in Y2.

Read and Hold a Sentence 2

**The following is my planning for the week if you are not doing the Ruth Miskin online:**

Please identify which of the year 2 CE words your child does not know how to spell, then focus on learning 5 per week – regular practice ensures that your child will be able to remember and use these when writing independently.

Also learn to spell:

**This week’s focus:**

**nouns, adjectives (grammar focus)**

**Ful/less suffixes**

**Day 1**

**Focus on nouns**

Use the powerpoint about nouns to recap the idea of nouns as the name of a person, place or a thing.

Go on a noun hunt using the noun hunt activity sheet.

**Day 2**

**Focus on adjectives**

Use the powerpoint about adjectives to recap the idea of adjectives as describing words – they describe a noun.

As you work through the powerpoint, ask your child to spot the nouns in each sentence, and to suggest some adjectives that could be used to describe them, before showing the example. (don’t use the final slide 8)

Complete the **finding adjectives** worksheet (there are 3 levels of difficulty – just choose one)

**Day 3 Focus on ful suffix**

WALT Know the rules for adding the suffix ful onto a root word.

Ask - What is a suffix? What suffixes do you know? (ed, ing, er, est)

Write these words on post it notes:

pain tear help hope harm use beauty

Look at pain – what happens when we add suffix ful

How does the meaning change? What sort of words have we made? – adjective

Show that the suffix only has one ‘l’ - ful not full

Ful = full of

Can you say a sentence with painful in it?

Ask your child to add the ful suffix to each word and write it in their book.

Explain that with most words we just add ful, no need to change the root word.

But - look at beauty – can we add ful? Do we need to do anything to the root word? (change y to i)

Explain that if the root word ends in y we need to change the y to i and add ful.

Ask your child to use 2 of the words in their own sentences.

**Day 4 Focus  on less suffix**

Recap using the ful suffix from yesterday – show it on a post it note - ask your child to write hope, then hopeful, help, then helpful and beauty, then beautiful. Ask – what does the ful suffix mean? (full of)

Show the less suffix on a post it note. Explain that this is also a suffix which can be added to the end of a word.

Show hope, then hopeless – what does hopeless mean?

Show help, then helpless - what does helpless mean?

What do you think the less suffix means? (without)

Show the root words from yesterday: pain tear help hope harm use beauty

Can we add the less suffix to these words? Are there some words which we can’t add the less suffix to?

Complete the ful/ less worksheet

**Day 5 - ful and less**

Remind that we have been looking at the suffixes ful and less this week.

Where does a suffix go on a word? (at the end)

Explain that today we are going to decide which adjectives will make sense in a sentence.

Show this sentence:

Sam loved worms, he thought they were \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Then show these 2 words: harmful, harmless.

Ask – which word would make sense in this sentence?

Encourage your child to read the sentence carefully and make sure the word they choose makes sense.

Repeat with this sentence:

The scissors were really \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_for cutting paper.

useful, useless

**Complete the first activity sheet – What’s the adjective?**

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