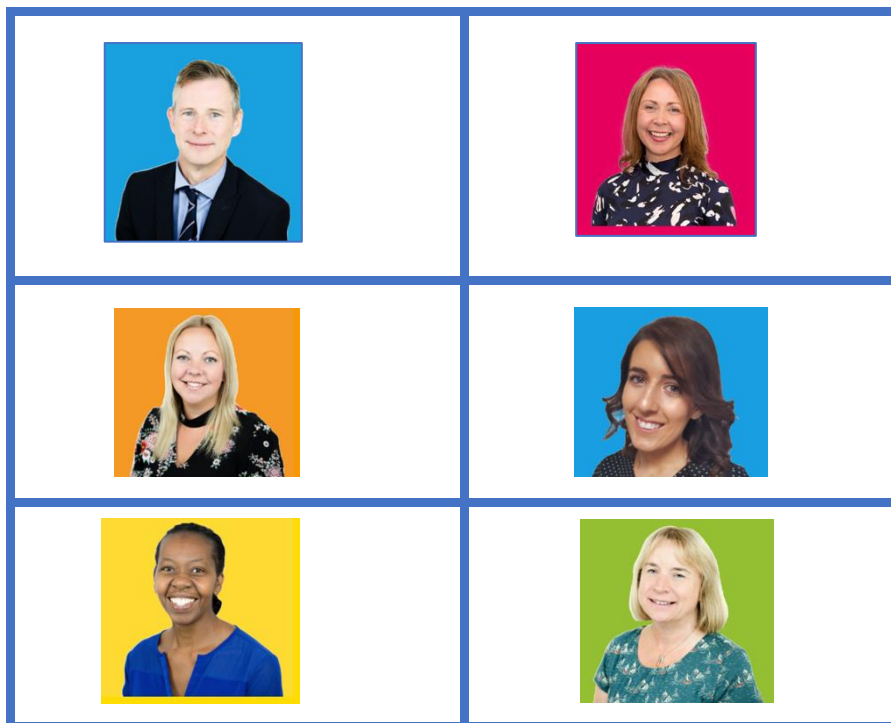


# Home Learning Support Counts

## Year 2



At **Literacy Counts**, we have put together materials to support parents and teachers to continue learning at home. We are committed to supporting and helping you in the event of longer-term closures. Look out for weekly emails and support documents with some exciting activities to support your children from Reception all the way through to Year 6.



## The **Literacy Counts** team

# **Content Counts**

## **Home Learning Timetable Counts**







**A) Sentence Activity Counts**

**B) Reading Activity Counts**

**C) Writing Activity Counts**

**D) Spelling Activity Counts**

# Home Learning Timetable Counts

	Before 9am	9.00-10.00	10.00-11.00	11.00-12.00	Lunch	1.00-2.00	2.00-3.00	Bedtime
Monday	<p><b>Wake up!</b> Have a wash and get dressed, make your bed, brush your teeth and eat your breakfast.</p>	 <p><b>English time!</b> Read your reading book, use the Literacy Counts free resources to play phonics or spelling games <a href="http://www.literacycounts.co.uk">www.literacycounts.co.uk</a>, write or tell a story.</p>	 <p><b>Fresh air time!</b> Go for a walk, play in the garden, take the dog for a walk, ride your bike. Rainy day activities – yoga, orienteering around the house, treasure hunt.</p>	 <p><b>Number time!</b> Practise your number bonds, times tables, play number games. <a href="https://home.oxfordowl.co.uk/school-closure-resources/?region=uk">https://home.oxfordowl.co.uk/school-closure-resources/?region=uk</a></p>	<p><b>Lunchtime!</b> Tidy up after your lunch, clean all surfaces and wash your hands.</p>	 <p><b>Craft and creative time!</b> Build something with Lego, paint, draw, dance, bake, code, make a map, create a new game.</p>	 <p><b>Topic time!</b> Complete an activity based on your current topic, create a fact-file, research your local area.</p>	 <p><b>Story time!</b> Read your favourite bedtime story or try a new one. Keep checking our social media for our recommendations! <a href="https://facebook.com/literacycountsconsult">@literacycounts1</a> <a href="https://Instagram.com/literacycountsconsult">Instagram.com/literacycountsconsult</a></p>
Tuesday								
Wednesday								
Thursday								
Friday								

# A) Sentence Activity Counts

## Sentence Starter Activity

To make children's writing more exciting, it is important for children to use different ways of starting their stories.



©Marc Martin

Write sentences using this picture and the different sentence starters below.

One Stormy  
night

In the  
choppy Sea

Later that  
evening

When the  
sun set

Eventually

*e.g. One stormy night a terrible storm whipped the sea wildly.*

Don't forget to share with Literacy Counts on  &  @LiteracyCounts1/. Prizes to be won!

# Conjunction Activity

**Conjunction – a word used to connect ideas or extend a sentence.**

Children in Year 2 need to demonstrate that they can extend simple sentences using a range of conjunctions.

Use a picture from a book you love.

Can you write sentences using the conjunctions below?

<b>but</b>	<b>because</b>	<b>so</b>	<b>and</b>
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# Tense Activity

Sometimes we change words to the past tense by adding an 'ed' to the end of it (e.g. 'walk' or 'walking' becomes 'walked'). However, sometimes we actually change the word itself.

Have a go at putting these words in the correct columns and then writing them in a sentence.

Can you sort the words (verbs) below into past and present tense?

<b>walk</b>	<b>sung</b>	<b>win</b>	<b>caught</b>
<b>catch</b>	<b>eat</b>	<b>wrote</b>	<b>went</b>
<b>ran</b>	<b>go</b>	<b>won</b>	<b>ate</b>
<b>sing</b>	<b>walked</b>	<b>run</b>	<b>write</b>

<b>Past</b>	<b>Present</b>

# B) Reading Activity Counts

## Book Review

Reread one of your favourite books at home and then write a book review.

**Name of the book**

**Author**

**What is the book about?**

**What's your favourite part?**

**Who would you recommend this book to?**



# Think About a Picture

Illustrations in books also tell a story. Using an illustration, ask children three questions and make sure they really study it. Think about the characters. What are they like? What would they say if you met them? How would they behave? How do you know this?

- What do you know?
- What do you think?
- What questions do you have?



©Andrea Beaty

## What do you know?

*The girl has blonde hair.*

## What do you think?

*She has broken her tennis racket.*

## What questions do you have?

*Why is she getting things out of the bin?*

# Comparing Stories

Read two stories and talk about what is the same and what is different. Are there any parts of the story that are the same? Setting, characters, how they behave etc.

A Venn diagram consisting of two overlapping circles. The top circle is labeled "Story 2" and the bottom circle is labeled "Story 1". Both circles and their overlapping intersection are filled with vertical lines for writing.

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# C)Writing Activity Counts

## Character Description

Write a description of your favourite character from a book.

What do they look like?

What are they like?

How do they move?

What are they good at?

What might they say?

Remember to include capital letters and full stops. Can you think of any good adjectives to describe your character?

**Challenge:** Can you describe your character without saying their name and get someone to guess who you are describing?

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# Setting Description

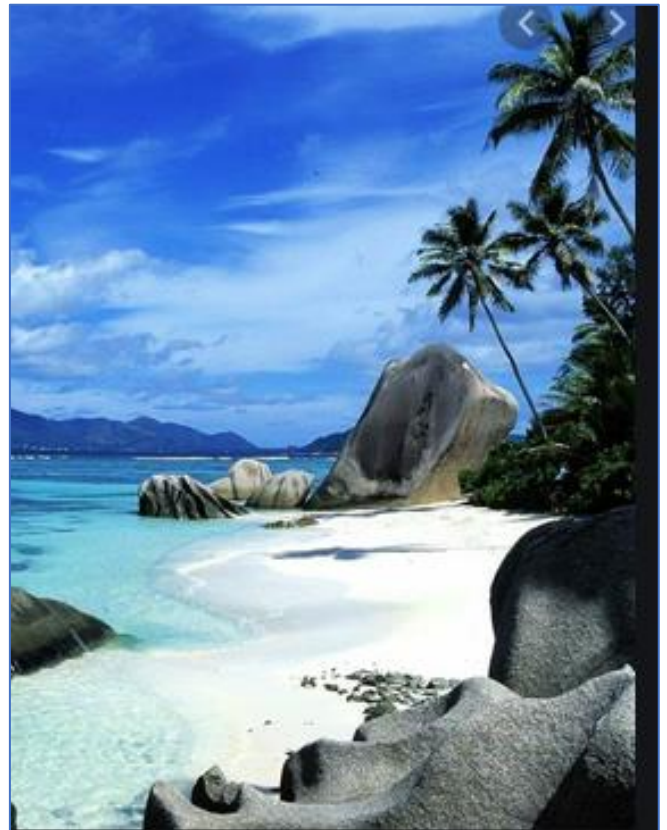
Write a description of this setting.

Can you describe:

- the sky
- the sand
- the palm trees
- the sea
- who might live there?

## Words to help:

hot tropical lonely  
quiet tranquil  
sunny calm dry  
deserted relaxing  
untouched  
heavenly sandy  
humid lifeless  
scorching



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# Simile Riddle

Similes are when you compare something to something else e.g. using *like* and *as*

Can you write a short riddle giving one clue and then two similes to describe it? Can anyone guess your riddle?

e.g.

**What am I?**

**You will find me in the garden.**

**I am *as* small *as* a thumb nail.**

**I am red *like* a London bus.**

**What am I?**

**Reveal (remember to hide this bit): A Ladybird!**

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# D) Spelling Activity Counts

## Year 2 Common Exception Words

Common Exception words are words that do not follow the rules of phonetic spelling. These words are used frequently by children so that's why they are called common. Children in Year 2 need to be able to read and spell most of these.

Word	R	S	Word	R	S	Word	R	S
after			eye			Only		
again			fast			Parents		
any			father			Pass		
bath			find			Past		
beautiful			floor			Path		
because			gold			People		
behind			grass			Plant		
both			great			Poor		
break			half			Pretty		
busy			hold			Prove		
child			hour			Should		
children			improve			Steak		
Christmas			kind			Sugar		
class			last			Sure		
climb			many			Told		
clothes			mind			Water		
cold			money			Who		
could			most			whole		
door			move			wild		
even			Mr			would		
every			Mrs					
everybody			old					

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# Common Exception Words Activity

Can you guess the common exception word by filling in the missing letters?

p \_ \_ t

cl \_ \_ h \_ s

m \_ \_ \_

\_ \_ \_ t y

g \_ a \_ \_

sh \_ \_ \_ d

b \_ c \_ \_ s e

e \_ e

fl \_ \_ r

ev \_ \_

b \_ \_ h

\_ \_ y

\_ \_ i l d \_ \_ \_

ba \_ \_

p \_ \_ p l e

st \_ \_ k

\_ h \_ l e

c \_ \_ l d

m \_ \_ d

cli \_ b

# Making the right choices

Spelling is a lot about making the right choices. Sounds can be represented by different groups of letters (digraphs) and its sometimes tricky to make the right choice.

Below is a phoneme wall with the digraphs organised into the sound groups.

a	e	i	o	u	ear	au	oi	gn	c
a-e	e-e	i-e	o-e	u-e	ir	aw	oy	kn	k
ai	ee	y	oa	oo	er	or	ow	n	ck
ay	ea	igh	ow	ew	ur	oor	ou	j	ch
	ie	ie	h	ue	air	ar	f	dge	tch
b	d	g	wr	l	nk	ng	ph	th	sh

One dai there was a little gerl who lived wif her sistur in a big howse. She was called Aymy. One mawning they went to the parc and plaid on brite blew slyd.

Suddenly she sor a pretti blac berd fling between treas and tweating lowdly.



# Word Changer 1

In Year 2 children learn how to change verbs into the past tense by adding 'ed'. Some root words just simply add 'ed' to the end.

Can you add 'ed' to the words below and write them in sentences?

<b>call</b>	<b>walk</b>	<b>talk</b>
<b>kick</b>	<b>work</b>	<b>start</b>
<b>play</b>	<b>cook</b>	<b>kiss</b>

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# Word Changer 2

When changing some words to the past tense there might need to be some changes to the root word before adding ed.

- If a word ends with an e simply add d
- Some words need the last letter doubling before adding 'ed'
- If the word ends in a y, change it to i before adding 'ed'

pat	wave	cry	pop
fry	spy	nod	bake
chop	cycle	time	stop

Can you write the words in the table in past tense form in the correct column below?

Just add d	Double the last letter	Change y to i
	patted	

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