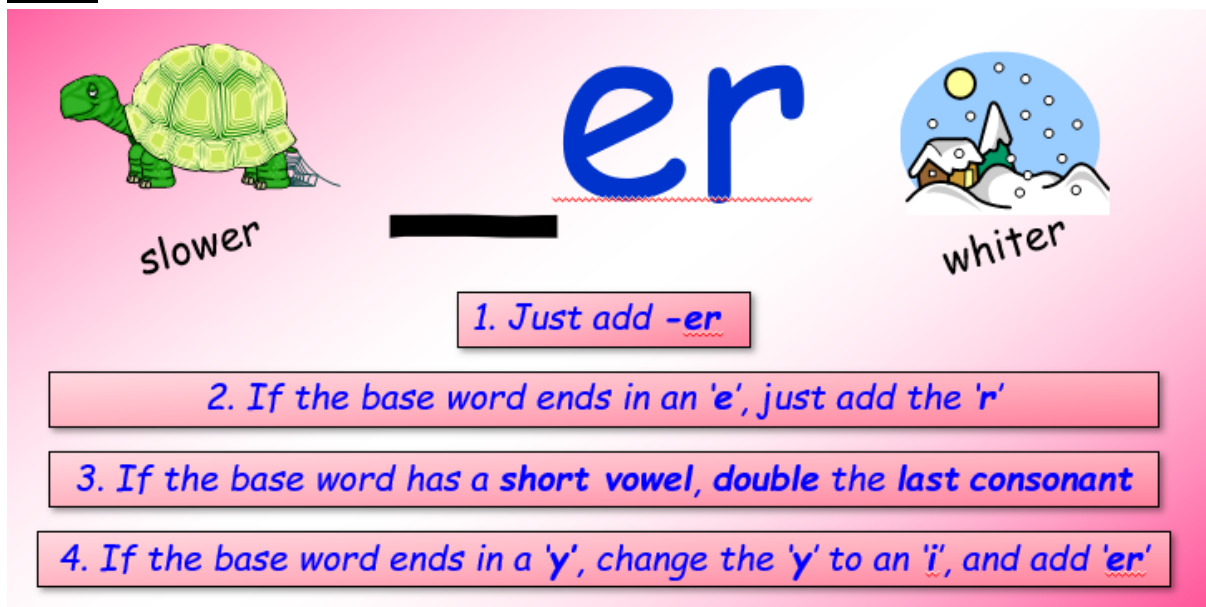



## Year 2 Writing for 7.1.21 - 15.1.21


Thursday 7<sup>th</sup> January


**Phonics** - Today we are looking at the 'er' suffix and the rules we need to know when we add 'er' to an adjective.

**Rule -**



 slower



 whiter

1. Just add -er
2. If the base word ends in an 'e', just add the 'r'
3. If the base word has a **short vowel**, double the last consonant
4. If the base word ends in a 'y', change the 'y' to an 'i', and add 'er'

For example:

clean → cleaner    large → larger

big → bigger    happy → happier

Add the 'er' suffix to the following. The first one has been done for you.

cold = colder

cool =

round =

red =

hot =

help =

sunny =

wet =

thin =

sad =

rich =

brave =

large =

mad =

deep =

Use some of these words to create 'silly sentences.'  
Write them in your home learning book.

Play the game on the next page.

# Adjectives with er and est Game

## You will need:

counters  
a die  
question cards



## Symbols:

? = ask a question  
🐟 = do nothing



## How to play:

The game is played in teams (2-3 people).

On each turn, a member of the team rolls the die and the team moves their counter forward the number of places shown on the die. If the counter lands on a question mark, the other team gets to ask them a question from one of the question cards.

Correct answers = move 2 spaces forward.

Incorrect answers = move 2 spaces backwards.

Place the question cards at the bottom of the pile after asking. The winners are the first team to finish.





How do you spell easier?

How do you spell saddest?

How do you spell longer?

How do you spell greater?

How do you spell faster?

How do you spell simplest?

How do you spell larger?

How do you spell richer?

How do you spell oldest?

How do you spell longest?

How do you spell easiest?

How do you spell thicker?

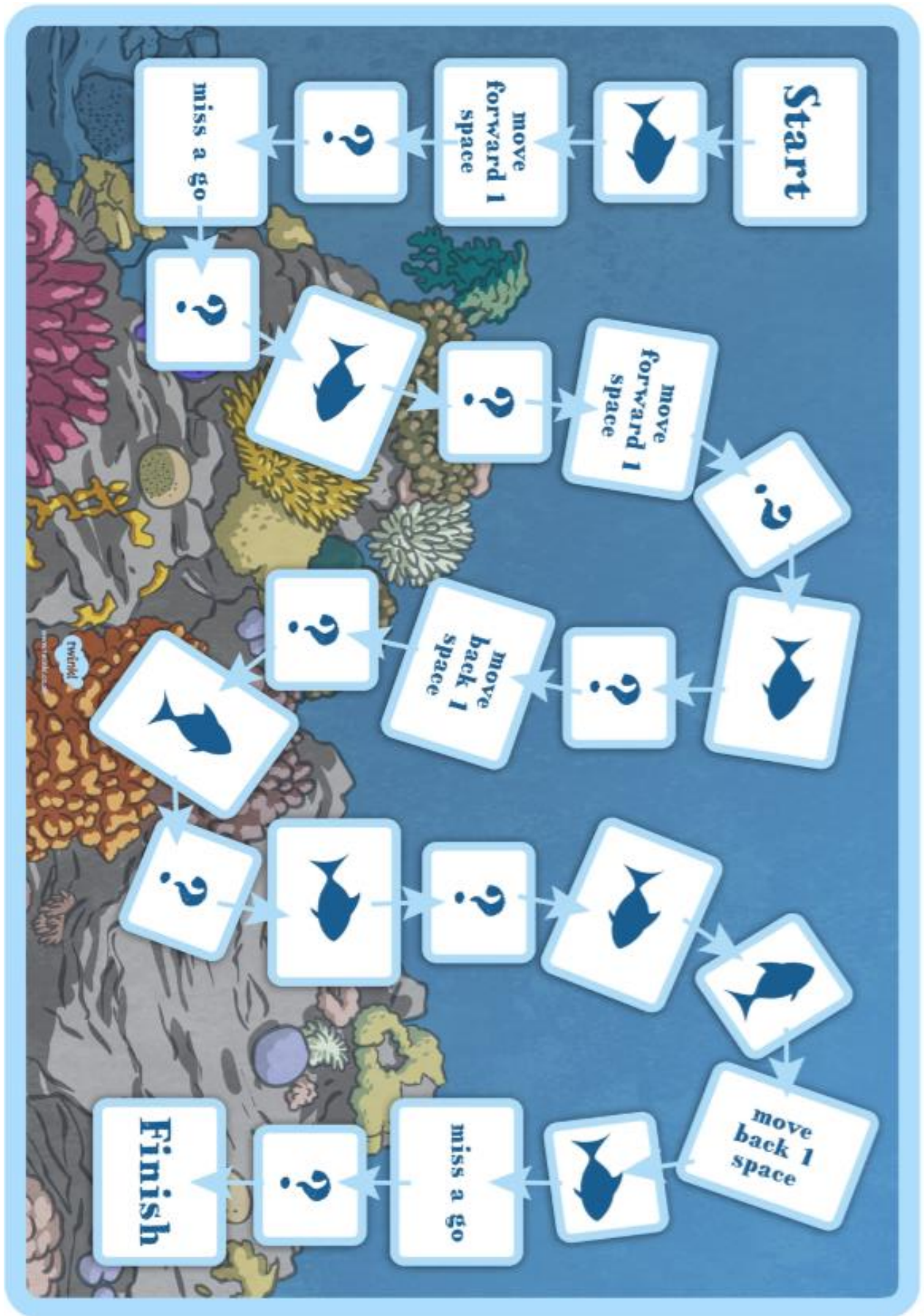
How do you spell fastest?

How do you spell slowest?

How do you spell greatest?

How do you spell rudest?





**Reading** - Don't forget to complete a reading eggs lesson.

Read a book at home or online and complete a book review.



# My Book Review

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Did you like the book?

Rate the book by colouring in the stars.



What was your favourite part?

---

---

---

Draw your favourite scene from the book.

A large, empty rectangular box with a black border, intended for drawing a favourite scene from the book.

## Friday 8<sup>th</sup> January

Our new story in Year 2 is called 'Vlad and The Great Fire of London. Start by watching part of the story (up to 1min 23) using the link below:

<https://www.youtube.com/watch?v=bJ20kZlvZzU>

At Moorside we are very lucky as we have been given the chance to interview Vlad. Today I want you to write a list of questions that you would like to ask him.

First of all, how do questions usually start? They start with words like:

**how, where, when, what, who, why**

and don't forget, at the end we must put a question mark:



Write some questions on the next page to Vlad that you would like to find out about him and The Great Fire!



## Questions for Vlad

1.

2.

3.

4.

5.

**Spellings** – today would normally be our spelling test!  
Practise your spellings using the handwriting sheet, then get a grown up to test you. How many did you get right?

## Adding -ed, -er and -est to a Word Ending in -y

Practise your weekly spelling words using cursive handwriting.

copier

copied

happier

happiest

cried

replied

tried

dried

driest

funnier

## Monday 11<sup>th</sup> January

Watch the You Tube story 'The Great Fire of London'. This time you can watch the story to the end!

As you watch the story on You Tube make a list of any interesting words you find and write them in the box below. Do you know what these words mean?

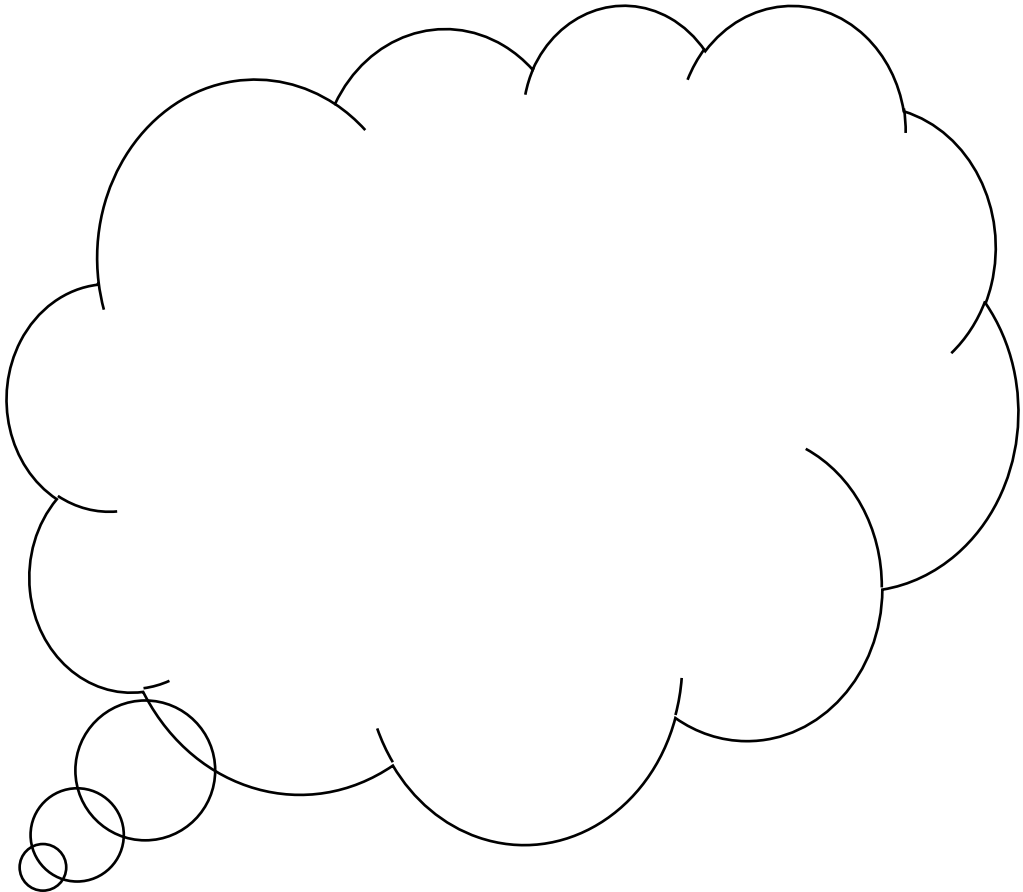
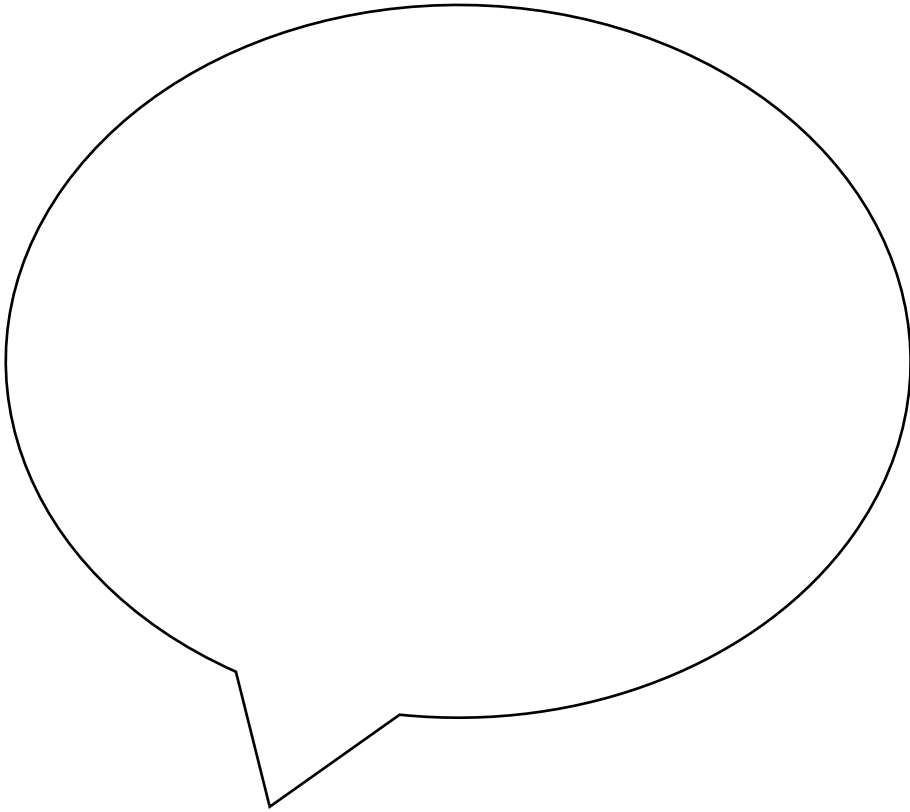
<https://www.facebook.com/readingriddle/videos/vlad-and-the-great-fire-of-london-read-by-kate-cunningham/2280753058892214/>

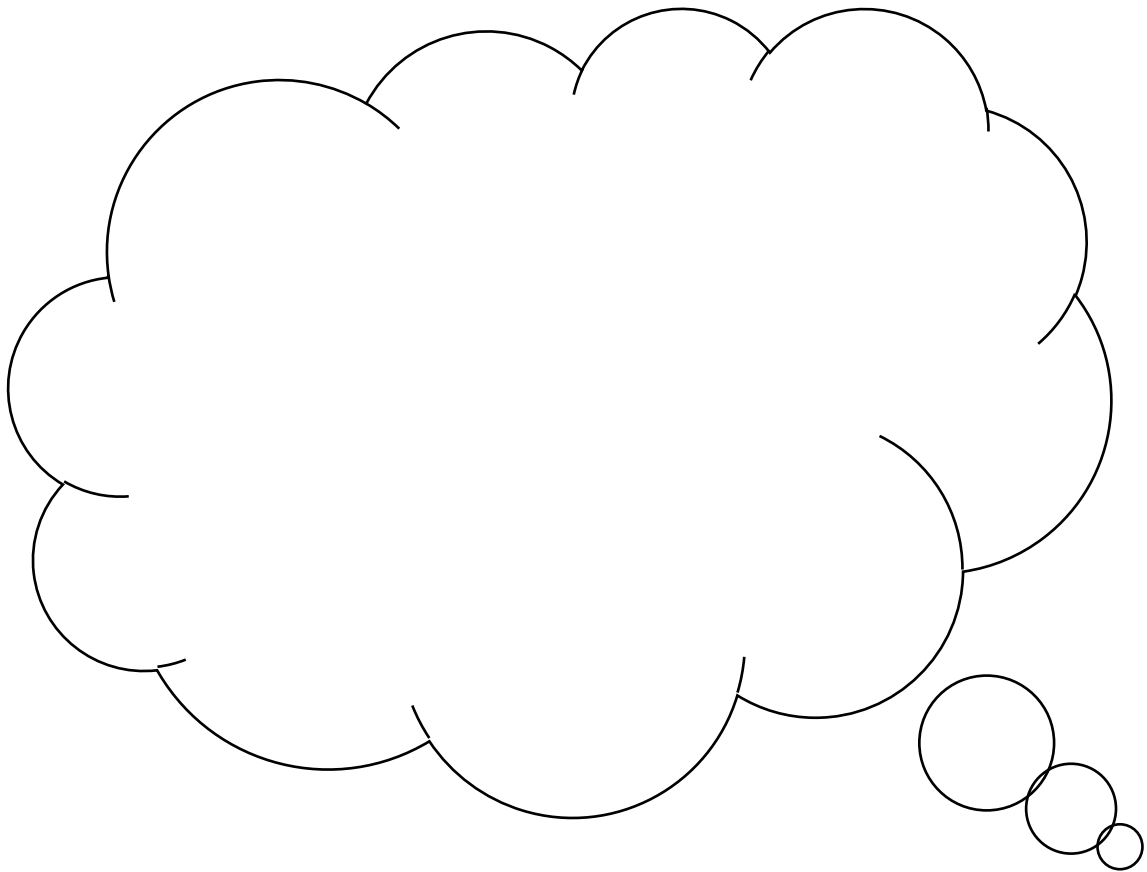
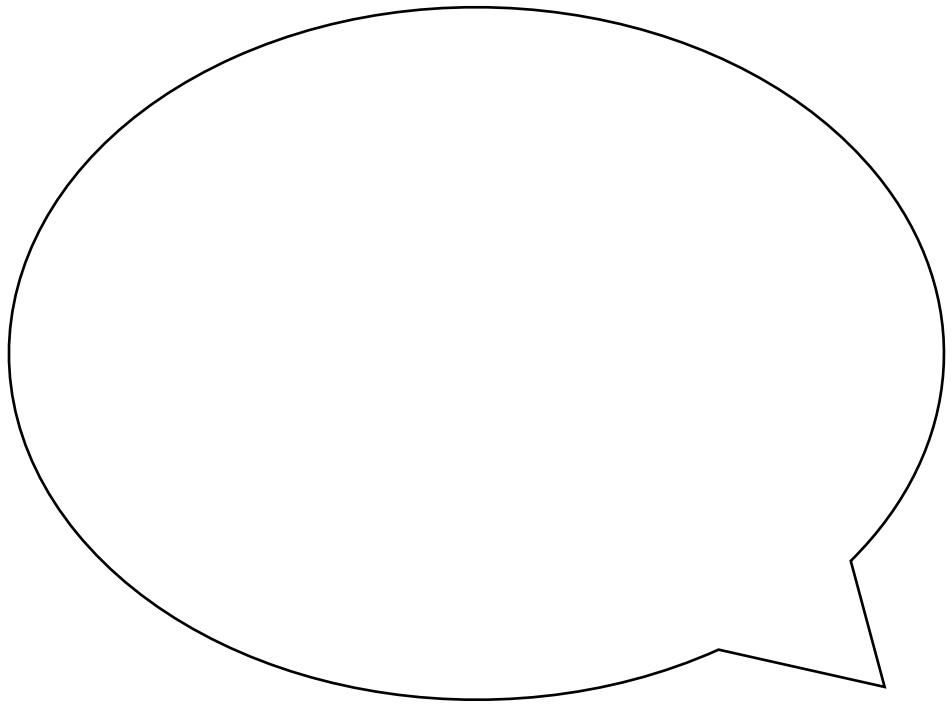
Look at this picture from the front cover of the story, *Vlad and The Great Fire of London*:



What do you think the people are saying? What questions might they be asking? How are these people feeling?

On the next page, fill in the speech and thinking bubbles to show





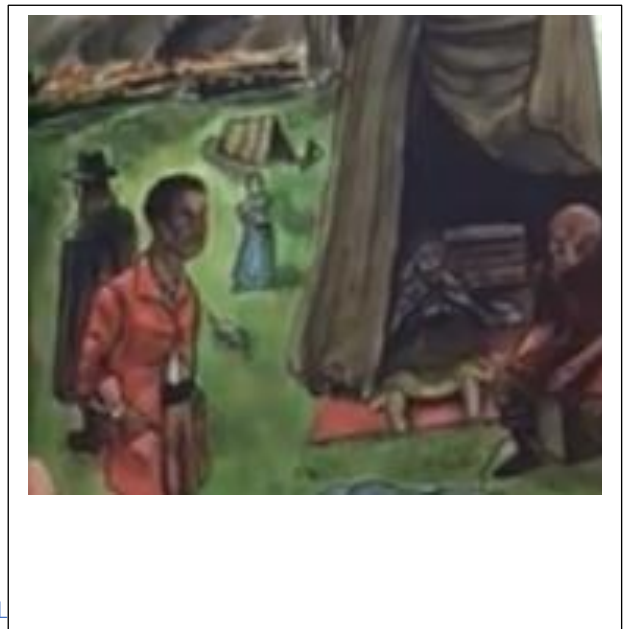
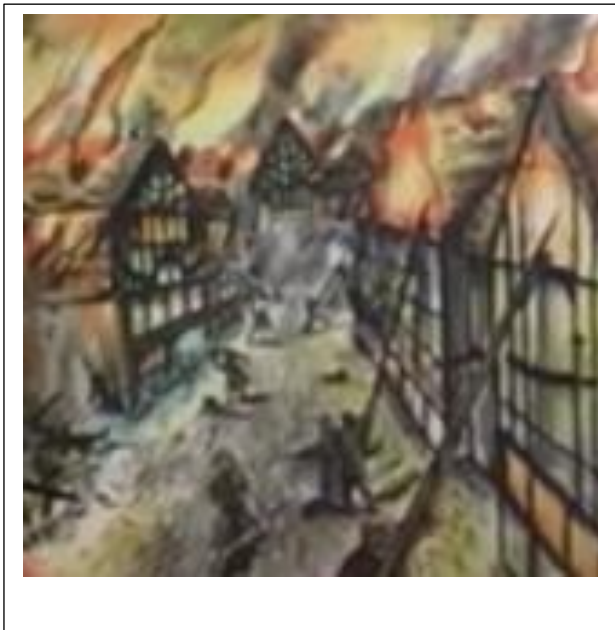
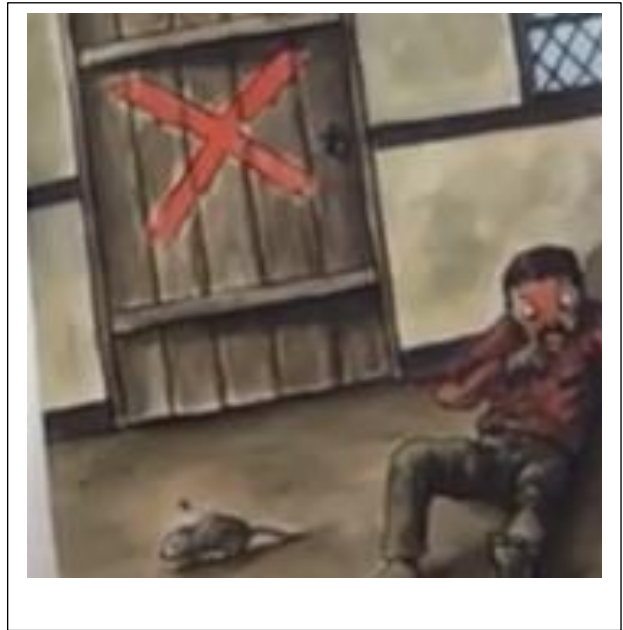
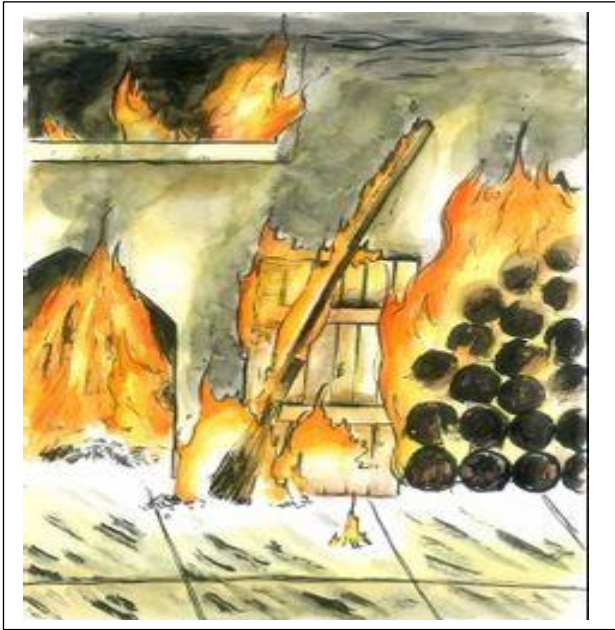


## Tuesday 12<sup>th</sup> January

Look at the following pictures from the story on the next page.

Cut out the pictures and stick them in order. Underneath each picture write about what is happening. Can you use any words with the 'er' suffix in?







Your next set of spellings are:

To be tested on  
15.1.21  
Adding 'ing,' to  
words ending in  
'y' with a  
consonant before  
it.

copying  
crying  
replying  
marrying  
carrying  
flying  
trying  
drying  
skiing  
taxiing

Copy each word out 3 times and then complete the wordsearch! Remember to practise them for Friday.

## Adding -ing to a Word Ending in -y with a Consonant before It

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

copying

marrying

trying

taxiing

crying

carrying

drying

replying

flying

skiing



## Wednesday 13<sup>th</sup> January

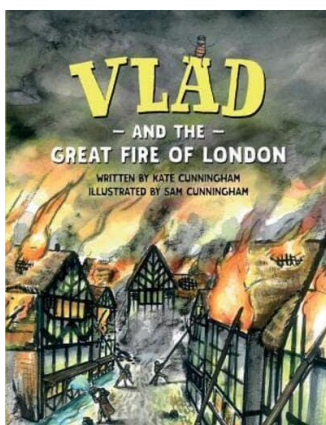
### Vlad and The Great Fire of London

On Monday you ordered a set of pictures from the story. Go back and have a look at what you did, to remind yourself of the story.

On Monday you also made a list of interesting words. Have another look at these, you might want to use them today!

Today you are going to use the story booklet on Purple Mash to rewrite the story Vlad and the Great Fire of London.

I have set up a writing booklet 2Do on Purple Mash. Please write your story on there, using the planning you did on Monday to help you. You can also add pictures to make your story more interesting! I want you to really try this story, so tomorrow - you



your best with please complete it have a lot to do!

## Thursday 14<sup>th</sup> January

Open up Purple Mash from yesterday and complete your story. Remember to read your story back to yourself to check it makes sense.



Blank Chapter Book

Have you included any of the exciting words you found on Monday? Have you added any words with an 'er' suffix?

Don't forget to check your work for capital letters and full stops.

I can't wait to read your story!



## Friday 15<sup>th</sup> January

**Spellings** – today would normally be our spelling test!  
Practise your spellings you looked at on Tuesday using the handwriting sheet, then get a grown up to test you. How many did you get right?

### **Adding -ing to a Word Ending in -y with a Consonant before It**

Practise your weekly spelling words using cursive handwriting.

copying

crying

replying

marrying

carrying

flying

trying

drying

skiing

taxiing

WOW! What a busy week! I am looking forward to reading your stories and finding out how you have got on in your learning this week.

Happy Learning,

Mrs Burland

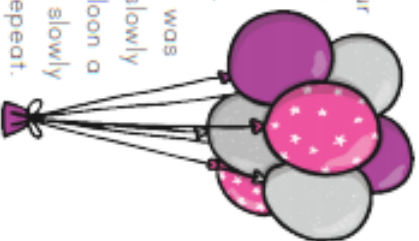


If you would like some mindfulness brain breaks, try one of the activities on the next page

Brain Break Breathing

### Balloon Breaths

Sit comfortably on the floor with your legs crossed in front of you. Imagine that there is a big balloon in your belly. Place your hands over your belly. Take a big deep breath in, sitting up straight and make your belly puff out as if it was a balloon filling with air. Then exhale slowly like you are letting the air out of a balloon a little at a time. As you let the air out, slowly roll your shoulders and bend forward. Repeat.



Brain Break Breathing

### Starfish Breaths

Sit on the floor with your legs comfortably crossed in front of you. Open your left hand and extend it slightly in front of you so it looks like an open starfish. Take your right hand and extend your pointer finger. Beginning with your left thumb, take your right pointer finger and go up the outside thumb while taking a deep breath in. Go down the inside of the thumb and breathe out deeply. Continue the deep breathing in while going up each finger and exhaling when going down each finger. Once you are finished, switch hands and repeat.



Brain Break Breathing

### Butterfly Breaths

Sit on the floor with the bottom of the feet touching and the knees bent out to the sides. Put your hands on your ankles and gently bounce your knees like you are flapping butterfly wings. Close your eyes and breathe slowly and calmly. Be sure to take slow deep breaths in and out. Pretend you are flying to your favorite place in the whole world. Imagine what it looks like. What do you see? What do you hear? What does it feel like? Imagine you are flying around and you are happy and calm. Now it is time to fly home, slowly flap your wings back home. Take a deep breath in and slowly exhale. Now slowly open your eyes.



Brain Break Breathing

### Sun Breaths

Sit on the floor in a comfortable position. Close your eyes and take some slow deep breaths in and out. Picture a bright, shining sun smiling at you. Feel the sun on your face. Breathe slowly and let the sun warm your face. Imagine the sun warming your shoulders and back. Imagine the sun warming your arms. Continue to breathe in and out slowly and calmly. Imagine the sun's warmth spreading to your legs. Finally, feel the warmth all the way in your fingers and toes. Slowly stretch your arms overhead and your legs and feet out in front of you. Take a deep breath in and bend over towards your feet. Slowly exhale and sit back up. Take one more deep breath in and out and slowly open your eyes.

