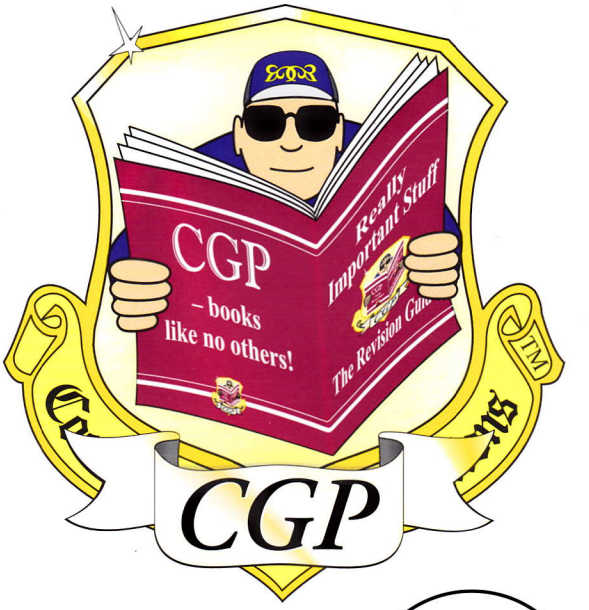
Name: ..... Class: .....

KS1 English
Grammar, Punctuation & Spelling



Year 2

Targeted Question Book

For the **New** curriculum!

Includes Answers

Spelling Hints and Tips

1. Some sounds are made from more than one letter.

p au se

ti ck et

dri nk

f igh t

ca tch

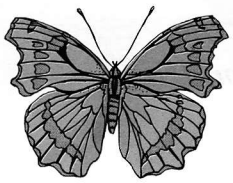
2. Think about consonant pairs that you know.

sn ow

tr ot

pl ay

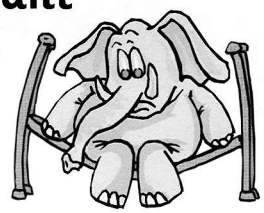
3. Try splitting words into syllables.



butt er fly

po ta to

el eph ant



sis ter

4. Remember common suffixes.

sing er

fast est

suffix

sail ed

talk ing

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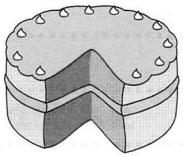
Nouns

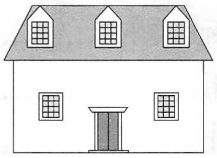
Nouns are words that **name things**.

cake



bear Lily

school



1 **Circle** the words that are **nouns**.

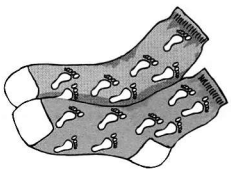
book slow pretty

table hamster under

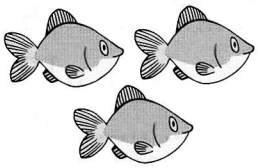
slowly Jacob pencil

2 **Write** the correct **noun** from the **boxes** next to each **picture**.

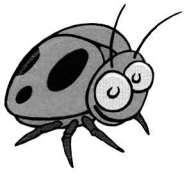
ladybird	puppy	snail	socks	tractor	fish



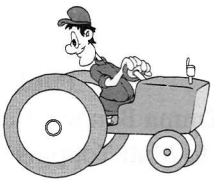
some _____



some _____

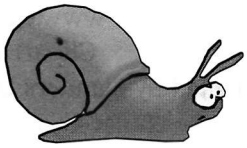


a _____



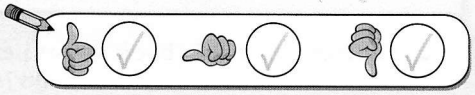
a _____

a _____



a _____

"I can identify and use **nouns**."



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Noun Phrases

You can add **other words** to nouns to describe them.
This is called a **noun phrase**.

the blue **flowers**

noun

the smelly **feet**

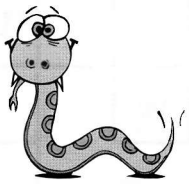
noun

① **Draw lines** to make **noun phrases**.

warm	fast	back	older	cold
car	garden	scarf	weather	sister

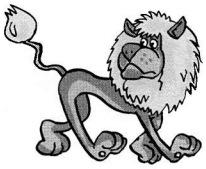
② **Write** a **noun phrase** about each picture.

The first one has been done for you.



the spotty snake

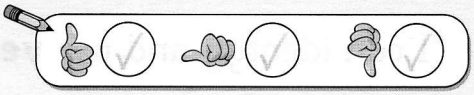
_____



_____

_____

"I can write **noun phrases**."



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Verbs

Verbs are **doing** and **being** words. push kiss am chase

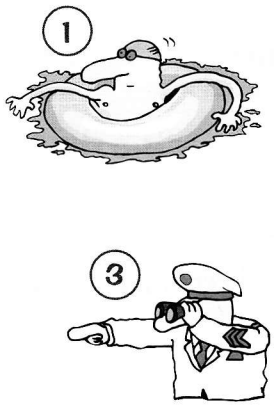
The verb needs to **match** the **person** doing the action. → I **wait** here. He **waits** here.

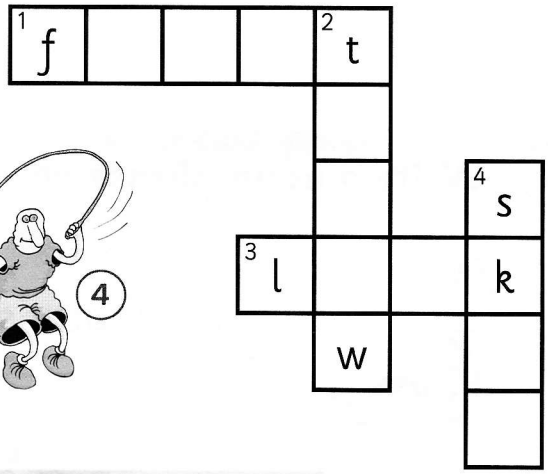
① **Circle** the **verb** in each sentence below.

I talk to my gran. Dad runs every day.

She opens the door. I see my friends. We build a den.

② Use the **pictures** to **fill in** the crossword with **verbs**.





③ **Write** the **correct verb** from the boxes to fill the gaps.

go goes — He _____ to the shops.

has have — She _____ one sister.

is are — They _____ six years old.

"I can identify and use **verbs**."

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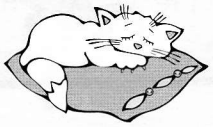
ing Verbs

Verbs with **ing** on the end show that something **is happening**, or **was happening**.

The cat **is sleeping**.



I **am reading**.

We **were camping**.

1 **Draw lines** to complete these sentences with **ing verbs**.

My brother	**are playing**	an apple.
The girls	**am eating**	television.
I	**is watching**	outside.

2 Write out these **ing verbs**.

miss + ing → missing call + ing → _____

cry + ing → _____ end + ing → _____

ask + ing → _____ fall + ing → _____

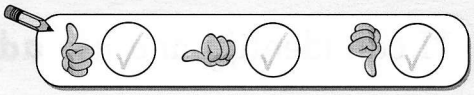
3 **Add ing** to these **verbs** then use them to **complete** the sentences.

buzz The bees are _____ around the flower.

sing I was _____ about fractions last week.

learn We are _____ a song about summer.

"I can identify and use **ing verbs** in a sentence."



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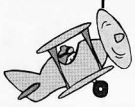
Adjectives

Adjectives are words that **tell you more** about a **noun**.

a **silly** clown

a **hungry** rabbit

a **small** plane



① **Circle** the **adjectives** in the phrases below.

a sleepy cat

the happy girl

the red balloon

the scary monster

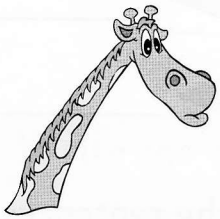
a large bird

a hairy spider

a tasty meal

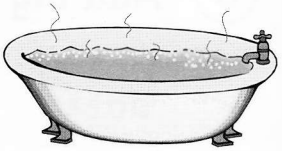
② **Complete** each phrase using **two** of the **adjectives** below.

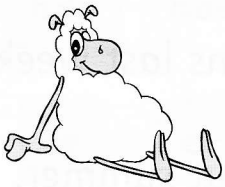
white	tall	spotty	hot	fluffy	soapy



the _____ _____ giraffe

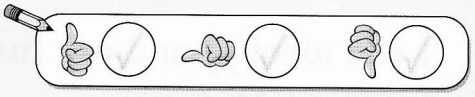
a _____ _____ bath





the _____ _____ sheep

"I can identify and use **adjectives**."



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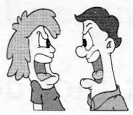
Adverbs

Adverbs describe **verbs**. They tell you **how** the action was done.
Adverbs often end in ly.

They sing **loudly**.

She **gently** holds him.

They fight **angrily**.



(1) **Find** the ***five* adverbs** below and **write** them onto the board.

quietly dog happily table neatly huge sadly bright quickly

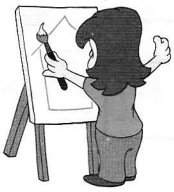
Now use these **adverbs** to **complete** these sentences.
You can use the picture clues to help you.

He creeps _____ out of the door.

He looks _____ at his homework.

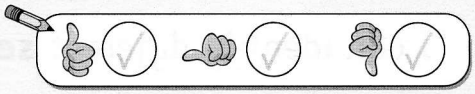
She plays _____ with her toy.

He runs _____ to the park.



She _____ paints a picture.

"I can identify and use **adverbs**."



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Types of Sentences

Statements tell you something.

He is in Year Two.

Questions ask you something.

Are you coming?

Commands give you orders.

Put that down.

Exclamations show strong feelings.

That's amazing!

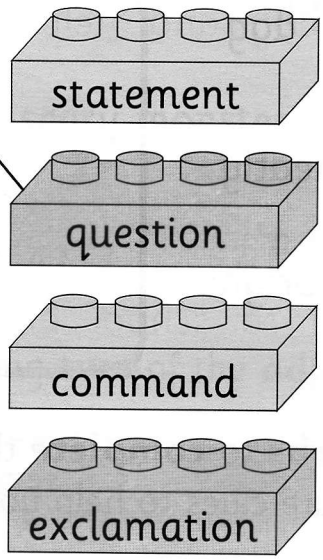
1 **Draw lines** to match these sentences to the correct label.

Where do you live?

My name is Ahmed.

Hooray!

Play nicely, Thomas.



Finish your work.

You are the best!

This is my school.

How are you today?

2 Write **C** next to the **commands** and **E** next to the **exclamations**.

Wait over there. ☐

This is great! ☐

Come and look. ☐

Go to your room. ☐

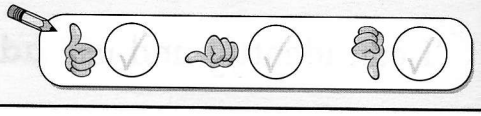
We won the race! ☐

Stop doing that. ☐

Oh my goodness! ☐

I can't believe it! ☐

"I can identify different **sentence types**."



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Staying in the Same Tense

Verbs in a sentence are usually in the **same tense**.

Both these verbs are in the **present tense**. At break I **play** games and **paint** pictures.

Both these verbs are in the **past tense**. Yesterday I **played** games and **painted** pictures.

Past tense verbs often end in **ed**.

1 **Cross out** each **underlined verb** that is in the **wrong tense**.

I play with the baby and help / ~~helped~~ to look after him.

I travelled to London and visit / visited Big Ben.

I shop with my mum and cook / cooked with my dad.

Yesterday I walked to school and I arrive / arrived first.

2 Use the picture clues to **complete** each sentence with a **verb**. Remember to stay in the **same tense**.

Dad worked hard and f _ _ _ _ the car.

Alfie likes to bake bread and c _ _ _ stew.

He raised his hand and a _ _ _ _ a question.

"I can pick a **tense** and stick to it."

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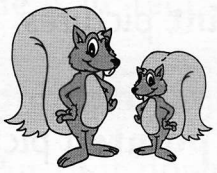
Using and, but and or

You can use **joining words** like **and**, **but** and **or** to join sentences.



Steve is big **but** Kevin is small.

She has wings **and** she can fly.

1 **Circle** the **joining words** in each sentence.

Emma is sad but I am happy.

I love fish and I like chips.

We can go to the park or we can stay at home.

Lunch is ready but I'm not hungry.

2 **Draw lines** to join these sentences together.

My dad is called Jim	but snails are very slow.
Lions are very fast	or you can have an apple.
You can have a banana	and my mum is called Sue.

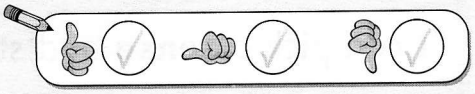
3 **Write** an ending for each sentence. Use the pictures for ideas.

I might read a book or _____ .

Harini plays outside and _____ .

Sarah likes snakes but _____ .

"I can use **and**, **but** and **or**."



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Using when, if, that and because

You can also use **when**, **if**, **that** and **because** to join sentences.

We stayed in **because** it rained.

I will be sad **if** we lose the match.

I can stay up late **when** I am older.

Maria said **that** she was hot.

1 **Circle** the **joining word** in each sentence.

I fell asleep because I was tired.

This is the book that Max was reading.

Gerald is happy when his team wins.

You can leave if you have finished.

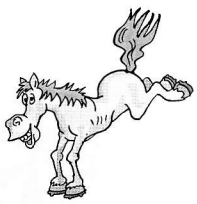
2 Use a **joining word** from the boxes to **complete** each sentence.

because **that**

Fire can be dangerous _____ it is hot.

when **that**

I have to wear my jacket _____ it is cold.



that **if**

I saw the horse _____ I used to own.

"I can use **when**, **if**, **that** and **because**."

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Capital Letters and Full Stops

You need to start each sentence with a **capital letter**.
You also need to use **capital letters** for **names** and **I**.
Sentences usually finish with a **full stop**.

Hippos like water.

Jo dances on Fridays.

1 **Circle** the letters that should be **capital letters** in these sentences.

we saw jacob and bella at the weekend.

pete likes cycling and hannah likes football.

on wednesday, emma and i will go to the cinema.

2 **Add** a word with a **capital letter** and a **full stop** to each sentence.

summer → _____ is the warmest season___

maths → _____ is my favourite subject___

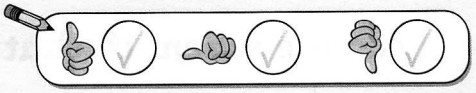
apples → _____ are tasty and healthy___

3 **Rewrite** the sentence in the correct order with a **capital letter** and a **full stop** in the correct places.

piano the harry plays

_____

"I can use **capital letters** and **full stops**."



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Question Marks and Exclamation Marks

Every **question** should end with a **question mark**.

Sentences that show **strong feelings** or someone **speaking loudly** should end with an **exclamation mark**.

Who is that girl?

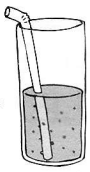
I'm so glad you came!

1 **Draw lines** to show whether each sentence needs a **question mark** or an **exclamation mark**.

You'll never beat me	!	How are you feeling
Which house is yours		I don't believe it
Did you let me win	?	Where is the exit
That's not fair		I can't see a thing

2 Add a **question mark** or an **exclamation mark** to the end of each sentence.

May I have a drink___



Can I ride my bike___

I'm so excited___

The house is haunted___

"I can use **question marks** and **exclamation marks**."

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Commas in Lists

Commas are used to separate things in a **list**. You need **commas** between all the things in the list except the **last two**. You need to put **and** or **or** between the last two things.

I saw gorillas, elephants, zebras **and** lions.

1 **Circle** the **commas** in the sentences below.

My best friends are called Krysta, Stefan and Hamid.

We could eat pizza, pasta, sausages or chicken nuggets.

The monster was short, fat, smelly and ugly.

Shall we go swimming, bowling or ice skating?

2 **Tick** the sentences that use **commas** correctly.

I would like to be a doctor, a nurse or a chef. ☐

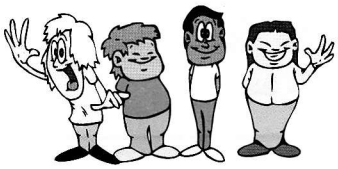
I would like to be a doctor a nurse or a chef. ☐

I need a pencil a ruler and some paper. ☐

I need a pencil, a ruler and some paper. ☐

I invited Enid, Craig Abdul and Beth. ☐

I invited Enid, Craig, Abdul and Beth. ☐



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Commas in Lists

3 **Complete** the sentences using two **commas** and the word '**and**'.

I bought apples ___ pears ___ bananas _____ grapes.

Imran likes to swim ___ read ___ paint _____ watch TV.

Marie has lived in France ___ Spain ___ Italy _____ England.

He can sing ___ dance ___ act _____ play the guitar.

4 Each of these sentences is missing one **comma**.
Add a **comma** to one box in each sentence to make it correct.

Would you like juice ☐ water ☐ or ☐ milk?

My socks are ☐ blue ☐ white ☐ and grey.

Her hair is short ☐ brown ☐ and ☐ curly.

5 **Write out** Jayden's shopping list using **commas** in the correct places.

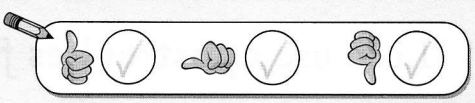
Jayden needs to buy _____

_____

_____.

carrots
bread
eggs
tea

"I can use **commas** in lists."



Apostrophes for Missing Letters

Apostrophes show where letters are missing from a word.

I am → I'm I will → I'll There is → There's

① **Circle** the correct version of the **underlined word** in each sentence.

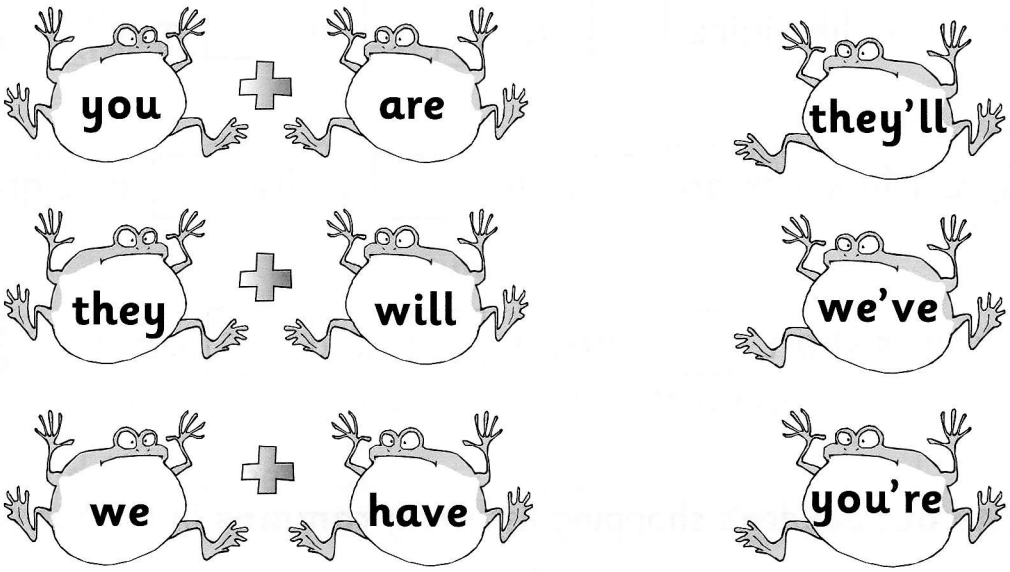
It hasn't / has'nt rained yet.

I think she's / shes' brave.

Ill' / I'll help you.

We've / Wev'e got lots to do.

② **Draw lines** to match the **pairs** of words to the **shortened** words.



③ **Shorten** these words using an **apostrophe**.

we are → _____ did not → _____

I have → _____ do not → _____

"I can use **apostrophes** for missing letters."

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Apostrophes for Possession

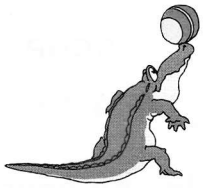
An **apostrophe** and **s** show that something **belongs**.

Nina's book. ⟸ This means the book belongs to Nina.

① **Add** an **apostrophe** to show possession in each of these phrases.

Maxs hat

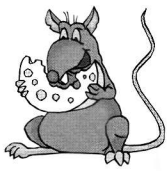
the clowns nose



Gwens ball

that dogs bone

Tonis cat



the mouses cheese

② **Fill in** the gaps using the person's name with an **apostrophe** and **s**.

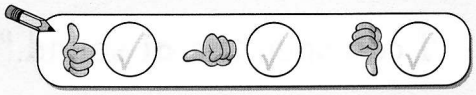
The pencil belongs to Manu. It's Manu's pencil.

The dragon belongs to Alan. It's _____ dragon.

The jumper belongs to Raj. It's _____ jumper.

The DVD belongs to Sam. It's _____ DVD.

"I can use **apostrophes** to show possession."



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