

Year 2 English Homework: Due in Monday 8th December 2025

Part I – **Must** We are coming to the end of our latest class text – *Claude in the City*. We have explored the many journeys he took in the story as well as find out how he helped Sir Bobblysock in the hospital. Your task is to answer the six comprehension questions about the story. I have attached the questions on this page and have provided you with a page to write your answers on (please see next page.)

If you are unsure of any of the questions, please feel free to leave it and I will go over it with your child.

For question 3, please join the object with the place it was found in. All you need to do is join them by drawing a line.

1. What is happening in the picture?



2. Name two places that Claude visited on day one?

3. Match the object to the place it was found in.

Park

Museum

Café

Juicy Bone Baguette

Pigeon

Paintings



4. Why did Claude receive a medal? Use the picture to help you.

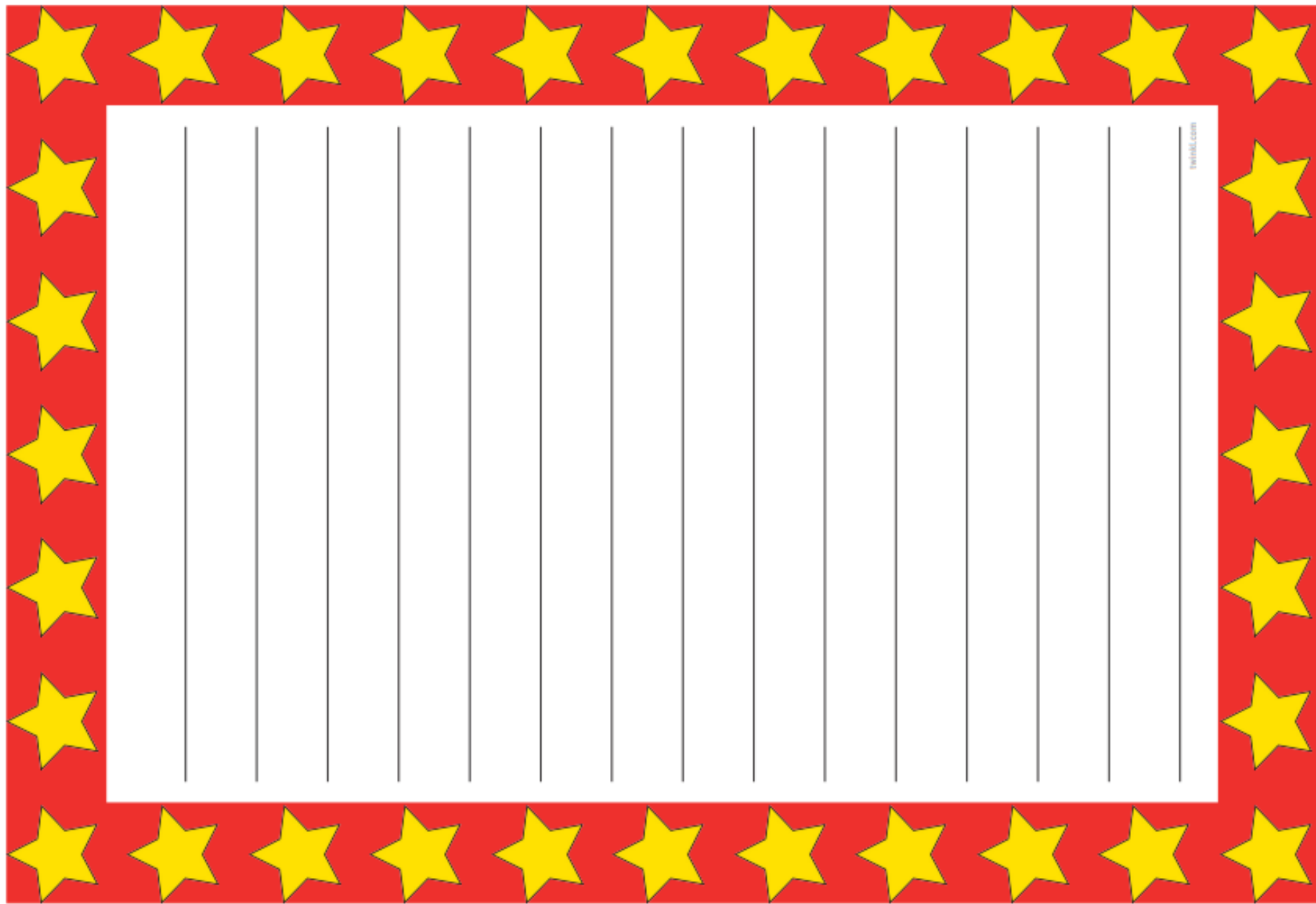


5. Why did Claude use a banana to check Sir Bobblysock?



6. Guess which character I am describing –

I have a funny name and you will find me at the hospital.
Who am I?



Part 2 – **Should**: For this task, please complete the expanded noun phrase activities. We began to explore expanded noun phrases in our SPaG lesson this week. Please look at the example on the left to remind you of what an expanded noun phrase is. Please complete the questions below and then add your own adjectives for the second task.

<p>5a. Tick the box to show where the comma should go in the sentence below.</p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> </p> <p>The small pretty flowers can grow</p> <p style="text-align: center;"> <input type="checkbox"/> </p> <p>quickly during spring.</p> <p>★ VF</p>	<p>5b. Tick the box to show where the comma should go in the sentence below.</p> <p style="text-align: center;"> <input type="checkbox"/> </p> <p>My little brother does not like his</p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> </p> <p>small cramped bedroom.</p> <p>★ VF</p>																		
<p>6a. Choose the most suitable adjectives from the word bank to complete the sentence below.</p> <p>Carol takes her _____, _____ cakes out of the hot oven.</p> <table border="1" style="width: 100%; text-align: center; font-size: small;"> <tr> <td>wet</td> <td>delicious</td> <td>woolly</td> <td>sweet</td> </tr> </table> <p>★ VF</p>	wet	delicious	woolly	sweet	<p>6b. Choose the most suitable adjectives from the word bank to complete the sentence below.</p> <p>Jimmy carefully looks at his collection of _____, _____ rocks.</p> <table border="1" style="width: 100%; text-align: center; font-size: small;"> <tr> <td>rough</td> <td>tall</td> <td>bendy</td> <td>jagged</td> </tr> </table> <p>★ VF</p>	rough	tall	bendy	jagged										
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<p>8a. Tick the sentence that is correct.</p> <p>A. I bought a warm, tasty doughnut at the seaside. <input type="checkbox"/></p> <p>B. My mum has a new shiny car in the garage. <input type="checkbox"/></p> <p>C. I enjoy a cup of cold, steaming soup. <input type="checkbox"/></p> <p>★ VF</p>	<p>8b. Tick the sentence that is correct.</p> <p>A. The children like to play on the rusty old swing at the bottom of the garden. <input type="checkbox"/></p> <p>B. The dog dug a deep, shallow hole for his bone. <input type="checkbox"/></p> <p>C. Grandma likes a cup of hot, sweet tea in the morning. <input type="checkbox"/></p> <p>★ VF</p>																		

Expanded Noun Phrase

An expanded noun phrase is a phrase made up of **a noun** and **at least one adjective**.
If you list more than one adjective to describe the noun, you should add a **comma** to separate them.

lots of

yummy,

cold ice cream

Determiner

Used to introduce a noun to specify which one or how many; a/an, the, three, most.

Adjective

A word that describes a noun; monstrous, vivid, delightful, familiar.

Noun



A person, object or animal; garage, Henry, leopard, sofa.

<p>The <input style="width: 100px; height: 30px;" type="text"/>, <input style="width: 100px; height: 30px;" type="text"/></p>	<p>fireworks</p>
<p>A <input style="width: 100px; height: 30px;" type="text"/>, <input style="width: 100px; height: 30px;" type="text"/></p>	<p>bonfire</p>
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<p>The <input style="width: 100px; height: 30px;" type="text"/>, <input style="width: 100px; height: 30px;" type="text"/></p>	<p>horse</p>

Part 3 – Spellings Please learn the spellings below. As you did last year, please complete the practice sheet below and write sentences for the two words in green. Each Spelling Test will take place every Thursday morning, so ensure your child knows the spellings below. Thank you!

Look, Say, Cover, Write and Check!

Spellings – High Frequency Words – split digraph

	look 	say 	cover	write	check
home					
like					
make					
made					
take					
time					

Please learn to spell these words using look – say – cover- write – check. Write the word in each column as you do each part. Practise as regularly as you can.

Spelling sentences:

1. "What is the _ _ _ _?" asked the teacher.
2. I like to _ _ _ _ cookies with my mummy.
3. "Is it _ _ _ _ time yet?" asked the child to his teacher.
4. I _ _ _ _ a delicious pizza which I ate with my family.
5. "Please _ _ _ _ your time," said the mum to her daughter.
6. I really _ _ _ _ going on an aeroplane.