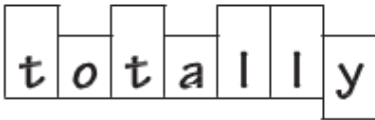





Please find this half term's spellings on the other side of this sheet. These are linked to the spellings that the children will be learning in school each week and it is essential that they practise these at home as well as in school. The aim is for them to be able to spell them in their writing not just learn them for a spelling test.

Practise little and often is best and it is helpful to go back and revise previous spelling patterns over time. Please see below some different ideas of how to practise spellings in different ways. Thank you for your support with home learning and please come and ask if you have any questions.

<p>Look, say, cover, write, check</p>	<p>This is probably the most common strategy used to learn spellings. Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail. Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable. Cover: cover the word. Write: write the word from memory, saying the word as you do so. Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>
<p>Trace, copy and replicate (and then check)</p>	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory. Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly. If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p>
<p>Segmentation strategy</p>	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>
<p>Quickwrite</p>	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme. This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>
<p>Drawing around the word to show the shape</p>	<p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p> 

<p>Drawing an image around the word</p>	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p>  <p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p>
<p>Words without vowels</p>	<p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word <i>field</i>:</p> <p>f _____ ld</p>
<p>Pyramid words</p>	<p>This method of learning words forces you to think of each letter separately.</p> <p style="text-align: center;">p py pyr pyra pyram pyrami pyramid</p> <p>You can then reverse the process so that you end up with a diamond.</p>
<p>Other strategies</p>	<p>Other methods can include:</p> <ul style="list-style-type: none"> • Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on. • Making up memorable 'silly sentences' containing the word • Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word • Clapping and counting to identify the syllables in a word.

Year 2 Spellings – Autumn 1

<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>	<u>Week 7</u>
/or/ as a before l and ll	Soft c	Adding -y suffix	Adding -y suffix Homophones	Adding -ly suffix	kn and gn
call	city	dotty	shiny	sadly	know
ball	cell	spotty	spicy	gladly	knee
tall	rice	runny	breezy	slowly	knit
fall	icy	nutty	crazy	quickly	knight
small	cycle	sunny	bony	softly	knife
always	price	yummy	lazy	kindly	gnaw
already	mice	foggy	wavy	bravely	gnome
altogether	exercise	funny	Homophones	normally	gnarl
Common Exception Words	Common Exception Words	Common Exception Words	sea / see	Common Exception Words	Common Exception Words
friend	one	said	pair / pear	were	after
house	once	school	blue / blew	where	again

Year 2 Spellings – Autumn 2

<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
/igh/ spelt y	Add -ing (double letter) Homophones	Adding -ing suffix (drop the e)	- /j/	Apostrophes for Contractions	/o/ after w & qu
sky	putting	baking	jar	I'm	was
try	stopping	riding	adjust	I'll	want
cry	shopping	making	gentle	you're	wasp
reply	grabbing	racing	magic	he's	watch
nearby	chatting	smiling	large	they're	wander
butterfly	running	shuffling	charge	she'll	squash
petrify	flapping	trickling	badge	we're	quarrel
multiply	Homophones	chuckling	bridge	can't	quality
Common Exception Words	their/there	Common Exception Words	Common Exception Words	Common Exception Words	Common Exception Words
bath	write/right	because	both	busy	children
beautiful	to/too	behind	break	child	Christmas

<u>Week 7</u>	Common Exception Words						
Suffix -ed	painted	jumped	popped	spotted	find	mind	kind
	hunted	buzzed	hugged	stepped			

Year 2 Spellings – Spring 1

<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
/u/ spelt o & /ur/ as ar after w	Suffix -ed (change y to i)	Suffix - ed	Possessive Apostrophes	/r/ as wr	Suffixes -er & -est
other	cried	waved	cup's handle	wrong	faster
brother	replied	trickled	girl's hair	wrist	fastest
mother	copied	poked	boy's bike	wrap	quicker
towards	dried	tapped	monkey's tail	wreck	quickest
warm	tried	jogged	king's crown	wrinkle	wider
reward	hurried	flipped	chair's leg	wriggle	widest
Common Exception Words	multiplied	fried	baby's milk	Write	braver
old	carried	Common Exception Words	lioness's cubs	wrote	bravest
cold	Common Exception Words	poor	Common Exception Words	Common Exception Words	Common Exception Words
gold	class	floor	eye	every	fast
hold	climb	door	even	everybody	last

<u>Week 7</u>	any	many	their	there	they're
Common Exception Words	should	could	would	come	some

Year 2 Spellings – Spring 2

<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
Suffixes -er & -est	Suffixes -er & -est	Homophones	/ee/ spelt ey	Suffix -ness	Words ending in -il & s making /zh/
happier	bigger	ate	key	kindness	evil
happiest	biggest	eight	donkey	sadness	fossil
funnier	hotter	nose	chimney	illness	nostril
funniest	hottest	knows	turkey	weakness	stencil
wider	fitter	two	trolley	darkness	usual
widest	fittest	to / too	money	stillness	television
luckier	slimmer	four	honey	foolishness	revision
luckiest	simmmest	for	jockey	Common Exception Words	measure
Common Exception Words	Common Exception Words	Homophones	Common Exception Words	move	Common Exception Words
father	grass	their/there	half	prove	most
clothes	great	they're	hour	improve	money

Year 2 Spellings – Summer 1

<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>
The -ness suffix	Words ending -le	Homophones	Words ending -el	Words ending -al
happiness	middle	seen	camel	animal
dizziness	simple	scene	tunnel	tropical
jolliness	table	wait	towel	plural
silliness	rattle	weight	jewel	magical
cheekiness	purple	hole	angel	medical
droopiness	bubble	whole	vowel	crystal
bossiness	giggle	sighed	cancel	festival
sloppiness	rectangle	side	level	capital
Common Exception Words	Common Exception Words	Common Exception Words	Common Exception Words	Common Exception Words
Mr	only	pass	path	plant
Mrs	parents	past	people	pretty

Year 2 Spellings – Summer 2

<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
The -ful suffix	The suffix -less	Contractions	The suffix -ment	- tion	es (change y to i)
thankful	pointless	I've	payment	station	bodies
cheerful	fearless	we'd	movement	lotion	copies
colourful	hopeless	they've	treatment	potion	ladies
wonderful	helpless	you've	enjoyment	fiction	families
hopeful	endless	they'd	government	motion	babies
painful	homeless	couldn't	amazement	section	carries
thoughtful	harmless	didn't	judgement	caption	spies
wonderful	restless	wouldn't	punishment	nation	multiplies
Common Exception Words	Common Exception Words	Common Exception Words	Common Exception Words	Common Exception Words	Common Exception Words
steak	sure	told	who	wild	should
sugar	water	water	whole	could	would

<u>Week 7</u>	Joel's singing		friend's party		Common Exception Words	
Possessive Apostrophes	Jess's holiday		mum's present		any	many