



YEAR 2

A Parent's Guide to Practising Spellings at Home

Why spelling practice matters

In Key Stage 1, the focus is on developing accuracy as well as a range of strategies for spelling including phonics.

Although teachers will highlight spelling errors to children, it is important children recognise for themselves when they have made an error and know a range of strategies for correcting inaccuracies. By this stage, children will have a range of spelling strategies that they will have been taught to draw on. Children will use the strategy which best suits their learning style and works best for them.

Helping at Home

Parents can support children by practising any spelling patterns or spelling investigations which are sent home as part of home learning and also by helping children to read and spell the Y2 word lists (included in this document).











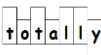
Children will practise these spellings throughout the week in spelling lessons and will be tested on a Friday using some of the words from each week or others with similar spelling patterns.

We will track your child's progress in spelling through the statutory word lists and half-termly reviews.

Remember to make practising the words enjoyable and not a chore.

The suggestions below may help.

Ideas for how to practise spellings

Make It Daily, Short & Fun  10–15 minutes a day is ideal  Little and often works better than long sessions once a week	Start with These Methods  Look, Cover, Write, Check 1. Look at the word 2. Cover it 3. Write it Check it  Repeat 3–5 times for each word	 Pyramid Words Build the word letter by letter: s sp spe spel spell								
 Spelling Target Practice <ul style="list-style-type: none">Pick 5 tricky words a weekWrite each in a sentence Say them out loud and spell them aloud	 Rainbow Write Choose your 3 favourite crayons to rainbow write your spelling words. Write each word first in pencil then trace over each word three times. Each time you trace, you must use a different colour crayon.	Active Games to Make It Stick <ul style="list-style-type: none"> Word Jumble: Mix up the letters of the word – can your child unscramble it? Hangman: Classic spelling fun  Silly Songs: Sing the spellings to a tune they know								
Link Words to Meaning Understanding what words mean helps spelling stick. Try: <ul style="list-style-type: none">Drawing a picture for each wordMatching definitions Using each word in a silly or interesting sentence	Practise in Context Let them: <ul style="list-style-type: none">Write short stories or sentences using their spelling wordsSpot spelling words in books or homework Create their own mini spelling test	Break Tricky Words into Parts For example: <ul style="list-style-type: none">environment = en–vi–ron–mentnecessary = one collar, two sleeves (funny memory tip!)								
ABC Order Write your spelling words in alphabetical order. Be sure to look at the first letter of each word. If the first letter is the same, look at the second letter.	Spelling Paragraph Write a paragraph using ALL of your spelling words. Be sure to underline your spelling words in your paragraph.	Rhyming Words Choose eight of your spelling words. First write each spelling neatly. Think of a rhyming word for each spelling word. Write the new rhyming word next to your spelling word. *Example: cries, tries								
Spelling Sort Think of a way to sort your spelling words. Write your word sort neatly. You may want to sort your words by: syllables, beginning sounds, part of speech (nouns, verbs, adjectives, other), vowel sounds The possibilities are endless! Have fun!	Fancy Letters Write each of your spelling words neatly using fancy letters. Your letters can have curly-q's or dots, for example. Have fun and be creative!	Parts of Speech Sort your spelling words according to their part of speech: Noun, adjective, verb, other Make a chart like the one below: <table><tr><td>Noun</td><td>Adjective</td><td>Verb</td><td>Other</td></tr><tr><td>Apple</td><td>Red</td><td>Eat</td><td>slowly</td></tr></table>	Noun	Adjective	Verb	Other	Apple	Red	Eat	slowly
Noun	Adjective	Verb	Other							
Apple	Red	Eat	slowly							
Word Shapes 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. 										

Statutory Spelling Words for Year 2 from National Curriculum

door	everybody	improve
floor	even	sure
poor	great	sugar
because	break	eye
find	steak	could
kind	pretty	should
mind	beautiful	would
behind	after	who
child	fast	whole
children	last	any
wild	past	many
climb	father	clothes
most	class	busy
only	grass	people
both	pass	water
old	plant	again
cold	path	half
gold	bath	money
hold	hour	Mr
told	move	Mrs
every	prove	parents

Autumn Term 1

Week 1	Week 2	Week 3
<i>Assess and Consolidate steps 1-3 (alternatives)</i>	<i>Soft c /s/ spelt as c before e i and y</i>	<i>Soft g dge ge</i>
	ice nice race face space mice city circle circus cinema cereal bicycle pencil December fancy juicy spicy bouncy lacy	badge edge bridge fudge smudge ledge hedge lodge sledge wedge porridge cage page stage large huge change range village
Week 4	Week 5	Week 6
<i>Silent b</i>	<i>Silent w wr</i>	<i>/n/ as kn and gn</i>
lamb comb climb crumb thumb numb limb bomb	write wrist wrong wrap wreck wren wring wrote wristwatch wrinkle	knock knight knit knee knot knife know knitting knelt knob gnome gnaw gnat gnash gnarly sign

Autumn Term 2

Week 1	Week 2	Week 3
<i>/l/ as le al il</i>	<i>/or/ after a w as 'ar'</i>	<i>Suffixes -es</i>
wriggle nettle sizzle beetle table steeple crumple candle middle tickle circle apple chuckle trickle crackle pickle medal capital hospital animal national fossil April pencil	war warm ward warn worn warp wart swarm warmth warfare	boxes wishes dishes glasses bushes churches foxes buzzes potatoes tomatoes washes catches fixes misses pushes mixes
Week 4	Week 5	Week 6
<i>Suffixes -es</i>	<i>Suffix -ed -ing</i>	<i>Suffix -er -est</i>
boxes wishes dishes glasses bushes churches foxes buzzes potatoes tomatoes washes catches fixes misses pushes mixes	completed amazed smiled hugged clapped planned sliding hiking rubbing swimming	teacher farmer runner baker painter singer writer driver climber builder faster smaller bigger taller shorter lighter darker tallest smallest biggest fastest slowest oldest youngest coldest warmest brightest

Spring Term 1

Week 1	Week 2	Week 3
<i>ey plurals</i>	<i>/o/ spelt as a</i>	<i>Suffixes – ment, ness, less</i>
keys monkeys donkeys turkeys chimneys valleys journeys trolleys alleys jerseys	want watch wander wash was what water wallet quality squash	enjoyment treatment movement payment freshness sickness brightness happiness painless fearless hopeless useless
Week 4	Week 5	Week 6
<i>Suffixes – ly, ful</i>	<i>Contractions –apostrophe</i>	<i>Possessive apostrophe /s/</i>
forgetful joyful playful plentiful careful helpful hopeful wonderful useful joyful wishful harmful beautiful	didn't hasn't it's I'll couldn't wouldn't shouldn't haven't can't don't won't you've he'll you're	sister's brother's girl's child's man's boy's woman's grandfather's

Spring Term 2

Week 1	Week 2	Week 3
<i>-tion endings</i>	<i>Homophones and near homophones</i>	<i>Homophones and near homophones</i>
station fiction section position relation fraction nation station direction lotion section potion motion emotion	see sea be bee blue blew bare bear one won sun son to too two hear here night knight flower flour quite quiet there their where wear hear here	see sea be bee blue blew bare bear one won sun son to too two hear here night knight flower flour quite quiet there their where wear hear here
Week 4	Week 5	Week 6
<i>Homophones and near homophones</i>	<i>zhur/shur spelt s</i>	<i>Common Exception Words</i>
see sea be bee blue blew bare bear one won sun son to too two hear here night knight flower flour quite quiet there their where wear hear here	television treasure usual measure leisure pleasure pressure unsure visual casual	See list at the beginning of the book. How many can your child spell? Pick 10 and practise these.

Summer Term 1

Week 1	Week 2	Week 3																																				
<i>el at the end of words</i>	<i>Endings -ing – ed -er -est -y</i>																																					
Camel Parcel Tinsel Label Gravel cancel funnel tunnel chapel revel rebel	<table><tr><th>ROOT WORD</th><th><i>-ing</i></th><th><i>-ed</i></th><th><i>-er</i></th><th><i>-est</i></th><th><i>-y</i></th></tr><tr><td>play</td><td>playing</td><td>played</td><td>player</td><td></td><td>playful</td></tr><tr><td>bake</td><td>baking</td><td>baked</td><td>baker</td><td></td><td></td></tr><tr><td>jump</td><td>jumping</td><td>jumped</td><td>jumper</td><td></td><td></td></tr><tr><td>cool</td><td>cooling</td><td>cooled</td><td>cooler</td><td>coolest</td><td></td></tr><tr><td>smile</td><td>smiling</td><td>smiled</td><td></td><td></td><td>smiley</td></tr></table>		ROOT WORD	<i>-ing</i>	<i>-ed</i>	<i>-er</i>	<i>-est</i>	<i>-y</i>	play	playing	played	player		playful	bake	baking	baked	baker			jump	jumping	jumped	jumper			cool	cooling	cooled	cooler	coolest		smile	smiling	smiled			smiley
ROOT WORD	<i>-ing</i>	<i>-ed</i>	<i>-er</i>	<i>-est</i>	<i>-y</i>																																	
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smile	smiling	smiled			smiley																																	
Week 4	Week 5	Week 6																																				
<i>‘a’ before l ll</i>	<i>Common Exception Words</i>	<i>Common Exception Words</i>																																				
ball call wall small tall walk talk calf half salad	See statutory word list	See statutory word list																																				

Summer Term 2

Week 1	Week 2	Week 3
<i>Prefix dis-, un-</i>	<i>'ai' sound spelt 'ei' 'ey' 'aigh'</i>	
unhappy unwell unclean unable unlucky unfasten untruthful unwanted dislike dishonest disobey disagree disappoint discomfort disappear disbelieve	they grey prey survey obey beige seize ceiling sleigh neighbour eight eighth weigh weight reign height vein rein neigh straight	Spelling lessons should now focus on the following: <ul style="list-style-type: none"> • Revision of all the content from the Y2 programme • Securing spelling strategies • At the point of writing – introducing have-a-go sheets for all writing • Develop proofreading and checking skills including using a dictionary Learning spellings through personal spelling journals to reflect growing independence in using taught strategies to learn new words.
Week 4	Week 5	Week 6