

Year TWO Spellings for TERM 4

Please help your child to learn these words. Try out some of the strategies on the back of this sheet



Go for diamond! Depending on your spelling ability you will have a target to achieve each week - however you are always welcome to try to exceed your target. Everyone should learn all the **Ruby** words each week. Some of you will be expected to learn the **Amber** and the **Diamond** words too. Have a go at learning the words every night for a few minutes. **Every Friday we will check your progress.**

REMEMBER: Use a range of different strategies for learning the spelling rule!

<i>Test Date:</i> 23.02.18	<i>Test Date:</i> 02.03.18	<i>Test Date:</i> 09.03.18	<i>Test Date:</i> 16.03.18	<i>Test Date:</i> 23.03.18	<i>Test Date:</i> 30.03.18	<i>Test Date:</i> 20.04.18
'ir' words (Wh <u>ir</u> l and Tw <u>ir</u> l)	'ur' words (N <u>ur</u> se with a p <u>ur</u> se)	Short 'oo' (L <u>oo</u> k at a b <u>oo</u> k)	Long 'oo' (P <u>oo</u> at the z <u>oo</u>)	'oa' words (G <u>oa</u> t in a b <u>oa</u> t) & 'oe' words	'ou' words (Sh <u>ou</u> t it <u>ou</u> t)	'ow' words (Br <u>ow</u> n c <u>ow</u>)
SAPPHIRE 1 must learn	SAPPHIRE 1 must learn	SAPPHIRE 1 must learn	SAPPHIRE 1 must learn	SAPPHIRE 1 must learn	SAPPHIRE 1 must learn	SAPPHIRE 1 must learn
girl	turn	book	food	boat	out	now
bird	hurt	took	pool	coat	about	how
shirt	church	foot	moon	coach	mouth	brown
first	burst	wood	zoo	road	around	down
<i>third</i>	<i>Thursday</i>	<i>good</i>	<i>soon</i>	<i>toes</i>	<i>sound</i>	<i>town</i>
				<i>goes</i>		
SAPPHIRE 2 should learn	SAPPHIRE 2 should learn	SAPPHIRE 2 should learn	SAPPHIRE 2 should learn	SAPPHIRE 2 should learn	SAPPHIRE 2 should learn	SAPPHIRE 2 should learn
'ow' words (Bl <u>ow</u> the sn <u>ow</u>)	'ue' words (Bl <u>ue</u> gl <u>ue</u>)	'ew' words (Ch <u>ew</u> the st <u>ew</u>)	'ie' words (Nice smile or pie tie)	'ie' words (Th <u>ief</u> causing misch <u>ief</u>)	'igh' words (Fly <u>igh</u>)	'or' words (Shut the d <u>oor</u>)
own	blue	new	lie	chief	high	for
blow	clue	few	tie	field	night	short

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snow	true	grew	pie	thief	light	born
<i>grow</i>	<i>rescue</i>	<i>flew</i>	<i>cried</i>		<i>bright</i>	<i>horse</i>
<i>show</i>	<i>Tuesday</i>	<i>drew</i>	<i>tried</i>		<i>light</i>	<i>morning</i>
		<i>threw</i>	<i>dried</i>		<i>right</i>	

- Write the word in your best joined handwriting.
- Write the word again with your eyes shut.



Use your ears

- Say the word out loud. Spell it out loud.
- Clap the syllables.
- Say the word in a silly or exaggerated way
e.g. Wed-nes-day



Use your eyes

- Look at the word. Is it short? Is it long? What else do you notice when you look at it?
- Can you see any small words inside your word?
- Take a picture of the word in your mind. Shut your eyes. Can you see it?
- Write the tricky part of the word in a different colour.

Use your brain

- What does this word mean? Look it up in the dictionary if you're not sure.
- Put it in a sentence.
- Can you spell bits of this word already?
- Can you write any words that rhyme with this one?
- Do you know other words with the same pattern?



Use your friend

- Show your word list to your friend. Give some clues about one word. Can they guess the word?
- Ask your friend to 'write' one of your words on your back with their finger - can you feel and imagine the letters?

Use your hand

- Write the word in the air.

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- Sort your words e.g. alphabetically or by length or the number of syllables. Can your friend see how you have sorted them?
- Ask your friend to 'test' you when you know all your words.



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