

## Year TWO Spellings for TERM 2

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!

Test Date 09.11.18	Test 16.11.18	Test 23.11.18	Test 30.11.18	Test 07.12.18	Test 14.12.18	Test 21.12.18
'ff' words	'ss' words	Adding 's' plurals	'ai' words	'oi' words	'ay' words	'oy' words
<b>SAPPHIRE 1 must learn</b>	<b>SAPPHIRE 1 must learn</b>	<b>SAPPHIRE 1 must learn</b>	<b>SAPPHIRE 1 must learn</b>	<b>SAPPHIRE 1 must learn</b>	<b>SAPPHIRE 1 must learn</b>	<b>SAPPHIRE 1 must learn</b>
fluff	miss	dogs	train	coin	day	toy
puff	kiss	cats	rain	spoil	play	boy
huff	hiss	spends	snail	coil	say	enjoy
gruff		rocks			clay	annoy
<i>poor</i>	<i>gold</i>	<i>last</i>	<i>come</i>	<i>cold</i>	<i>hold</i>	<i>bath</i>
<i>door</i>	<i>hold</i>	<i>past</i>	<i>some</i>	<i>told</i>	<i>told</i>	<i>path</i>
'll' words	've' word endings	_ing word endings	_er verbs	_ed word endings	_er word endings	_est word endings
<b>SAPPHIRE 2 should learn</b>	<b>SAPPHIRE 2 should learn</b>	<b>SAPPHIRE 2 should learn</b>	<b>SAPPHIRE 2 should learn</b>	<b>SAPPHIRE 2 should learn</b>	<b>SAPPHIRE 2 should learn</b>	<b>SAPPHIRE 2 should learn</b>
well	have	hunting	jumper	jumped	grander	grandest
fell	give	jumping	hunter	hunted	fresher	freshest
will	live	buzzing	buzzer	buzzed	quicker	quickest
yell						
<i>kind</i>	<i>fast</i>	<i>pass</i>	<i>move</i>	<i>who</i>	<i>there</i>	<i>Christmas</i>
<i>find</i>	<i>father</i>	<i>grass</i>	<i>prove</i>	<i>whole</i>	<i>where</i>	

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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 hand

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



### 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 ears

- Say the word out loud. Spell it out loud.
- Clap the syllables.
- Say the word in a silly or exaggerated way



### 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?
- 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.



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