

Year TWO Spellings for TERM 1

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 13.9.19</i>	<i>Test 20.9.19</i>	<i>Test 27.09.19</i>	<i>Test 04.10.19</i>	<i>Test 11.10.19</i>	<i>19.10.19</i>	Each week we ask the children to learn the words for their group. Each group has four words for their spelling pattern (in black) and two other words chosen to reinforce commonly used words in year two or topic vocabulary
'dge' words	'ge' words	S sound spelt c	Kn and gn words	Wr at the start of words	L or ul spelt as le	
RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn	
edge	age	race	knock	write	table	
ledge	wage	ice	know	written	apple	
badge	page	cell	knee	wrong	bottle	
dodge	huge	city	knit	wrap	little	
<i>Mr</i>	<i>food</i>	<i>the</i>	<i>come</i>	<i>Here</i>	<i>most</i>	
<i>Mrs</i>	<i>ham</i>	<i>said</i>	<i>some</i>	<i>there</i>	<i>door</i>	
AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn	
hedge	stage	fancy	knew	wren	middle	
budge	binge	lace	knight	wrecked	bubble	
ridge	fringe	space	knife	wrapped	cable	
bridge	charge	circle	knot	wriggle	uncle	
<i>class</i>	<i>cheese</i>	<i>push</i>	<i>friend</i>	<i>where</i>	<i>busy</i>	
<i>people</i>	<i>milk</i>	<i>pull</i>	<i>school</i>	<i>love</i>	<i>money</i>	
DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	
smudge	damage	circus	gnat	wrestle	ankle	
pledge	bandage	rice	gnome	wrote	eagle	
gadget	village	force	gnashed	wrinkled	sparkle	
trudged	orange	bounce	gnarl	wrapper	crumble	
<i>child</i>	<i>meat</i>	<i>could</i>	<i>every</i>	<i>any</i>	<i>improve</i>	
<i>children</i>	<i>drink</i>	<i>should</i>	<i>everybody</i>	<i>many</i>	<i>parents</i>	

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						(in purple). Spelling test will take place on a Friday.
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- Write the word again with your eyes shut.



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.



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
e.g. Wed-nes-day



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

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