

## Year TWO Spellings for TERM 3

Please help your child to learn the spelling rule not just the 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: 10.01.20</i>	<i>Test 17.01.20</i>	<i>Test 24.01.20</i>	<i>Test 31.01.20</i>	<i>Test 07.02.20</i>	14.01.20
Plural words	'ed' words	'ing' words	Drop e when adding ing, ed, er, est	Double consonant words	
<b>RUBY must learn</b>	<b>RUBY must learn</b>	<b>RUBY must learn</b>	<b>RUBY must learn</b>	<b>RUBY must learn</b>	<p style="color: red; font-weight: bold;">Week 6 we will be doing a dictation and testing the children on their Year 2 common exception word spellings. Please practise these at home.</p>
cries	cried	trying	nicer	runner	
flies	dried	spying	wider	hotter	
babies	spied	crying	taking	bigger	
carries	worried	frying	making	stopped	
<i>was</i>	<i>because</i>	<i>today</i>	<i>once</i>	<i>says</i>	
<i>ask</i>	<i>said</i>	<i>friend</i>	<i>our</i>	<i>they</i>	
<b>AMBER should learn</b>	<b>AMBER should learn</b>	<b>AMBER should learn</b>	<b>AMBER should learn</b>	<b>AMBER should learn</b>	
puppies	copied	lying	liking	biggest	
stories	carried	drying	moving	clapped	
fairies	hurried	bullying	smiling	grabbed	
families	married	hurrying	giving	clapping	
<i>climb</i>	<i>both</i>	<i>push</i>	<i>eye</i>	<i>clothes</i>	
<i>only</i>	<i>old</i>	<i>pull</i>	<i>sugar</i>	<i>busy</i>	
<b>DIAMOND could learn</b>	<b>DIAMOND could learn</b>	<b>DIAMOND could learn</b>	<b>DIAMOND could learn</b>	<b>DIAMOND could learn</b>	
lilies	replied	emptying	shining	batting	
tries	buried	annoying	writing	humming	
studies	denied	buying	widest	ripped	
treaties	qualified	carrying	nicest	wettest	
<i>beautiful</i>	<i>again</i>	<i>most</i>	<i>wild</i>	<i>half</i>	
<i>after</i>	<i>sure</i>	<i>floor</i>	<i>pretty</i>	<i>even</i>	

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### 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 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  
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 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!